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AUTHOR Feldstein, Michael A.; Baenen, Nancy
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ABSTRACT

EXCEL is an enrichment program for highly able students in grades K-2, designed to provide a nontraditional method of identifying young gifted and talented students, especially economically disadvantaged students, as well as to increase the ability of classroom teachers and parents to develop the potential of these students. EXCEL utilizes a consultation model, in which central Consultant Teacher Trainers and school-based, regular teachers designated as Team Leaders for each grade provide training and materials to all classroom teachers. This study evaluated the implementation and effectiveness of the program within the Wake County (North Carolina) School System, to comply with the requirements of the funding source (the Javits Foundation within the U.S. Department of Education) and to meet system information needs. The study found that EXCEL has been successful in making progress towards the specific objectives in the grant, but not as much progress toward meeting the broader intent of the grant and the overall needs of Wake County's schools. The effectiveness of EXCEL training and classroom teachers' application of EXCEL skills varied considerably across schools. Communication to classroom teachers was a key weak link in EXCEL. Most results related to improvement in the identification of young highly able students were fairly negative. Two thirds of teachers interviewed indicated their students had benefitted from EXCEL. Recommendations are offered in the areas of communication, identification, supplies, and evaluation. Attachments include survey and interview responses and a copy of a behavior skills checklist. (JDD)

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EVALUATION REPORT:

EXCEL

Department of Evaluation and Research
Wake County Public School System

September, 1991

E & R Report No. 91.05

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EVALUATION REPORT: EXCEL PROGRAM

REPORT SUMMARY

Authors:
Michael A. Feldstein & Nancy Baenen

BACKGROUND

EXCEL is an enrichment program for highly able students in grades K-2. It is designed to provide a non-traditional method of identifying young gifted and talented students, especially economically disadvantaged students, as well as to increase the ability of classroom teachers and parents to develop the potential of these students. EXCEL utilizes a consultation model, in which central Consultant Teacher Trainers (CTTs) and school-based, regular teachers designated as Team Leaders for each grade provide training and materials to all classroom teachers.

A study was done to evaluate the implementation and effectiveness of the EXCEL Program within the Wake County School System. Program effectiveness was measured in terms of implementation, the degree to which program objectives were met, student improvement in designated thinking skills and creativity, and teachers' abilities to identify gifted behaviors in students.

MAJOR FINDINGS

Results for EXCEL provide mixed results on effectiveness. The extent to which EXCEL can be considered successful depends on the criteria and standards used. Thus far, EXCEL has made more progress towards accomplishing specific objectives listed in the grant than in meeting the broader intent of the grant and the overall needs of WCPSS.

OBJECTIVES: EXCEL has been successful in making progress towards the specific objectives in the grant. In terms of the broader intent of the grant and Wake County's overall needs, much remains to be done before EXCEL is fully implemented and reaches its full potential in all WCPSS schools.

For example, training was provided on non-traditional methods of identifying potentially gifted students (as specified in the objective). However, use of the identification instrument was not mandatory this past year, and many teachers were unclear about how to complete the form and how to use it once completed. Team Leaders received the direct training from

EXCEL staff; some conveyed the information to other teachers at their grade level more clearly and thoroughly than others.

IMPLEMENTATION: The effectiveness of EXCEL training and classroom teachers' application of EXCEL skills varied considerably across schools. Team Leaders (who received more inservice than other teachers) were more positive in their views than regular classroom teachers. Survey results from first and second grade teachers revealed that:

- 65% of the Team Leaders considered the demonstration lessons exemplary, and 50% saw CTTs as highly skilled in developing gifted and talented student potential.

- The number of demonstration lessons provided by CTTs varied among teachers, from zero to over seven, with 11% receiving 0-2 visits, 47% receiving 3-6, and 42% receiving 7 or more. The grant did not specify a target number of visits, but CTTs could have made 12 visits per teacher barring any absences for illness or special school activities.

- 52% indicated they applied EXCEL skills daily or weekly, with 47% applying skills only a few times or never.

Interviews indicated that communication to classroom teachers was a key weak link in EXCEL. EXCEL Team Leaders were to pass on information to the classroom teachers on the nature of EXCEL and their role in carrying it out. All teachers did not receive complete information about the program model. Some teachers did not realize that the Consultant Teacher Trainer (CTT) was not a resource teacher who would keep coming back. The CTTs were responsible for the rest of the classroom teacher training through their model lessons. The limited number of trainers and the variability in their skills meant that training was not of equal quality or quantity across the schools. There was no scheduled time for explanations or follow-up before or after the demonstration lesson and no time to make up lessons missed (although some consultants volunteered extra time to provide some support).

IDENTIFICATION: Most results related to improvement in the identification of young highly able students because of EXCEL were fairly negative, with the exception of overall behavior checklist results.

- Less than half (40%) of the teachers interviewed and surveyed indicated EXCEL had made it easier to identify gifted students.
- Less than one third (28%) believed they identified more students as potentially gifted because of EXCEL.
- Only 12% of those surveyed indicated of those surveyed believed more students would qualify for the Academically Gifted Program because of EXCEL. Teachers indicated the reason was a mismatch in the identification of

gifted students between EXCEL and the Academically Gifted Program at later grades.

- A significant increase was seen in the number of students identified as potentially gifted based on behavior checklists (filled out by a random sample of first grade teachers).

Both Black and White students were identified more frequently over time. However, the rate of increase was not significantly greater for Black students (as would be ideally hoped given the grant focus on identifying more disadvantaged students). Also, without a comparison group, it is impossible to say definitively whether the difference was due to some factor other than EXCEL. Less than half (about 40%) of the teachers interviewed and surveyed indicated EXCEL had made it easier to identify gifted students.

STUDENT OUTCOMES: First grade line drawings showed a significant increase in students' demonstration of elaboration and originality skills between the beginning of training in February and the end of the semester in May. Seventy percent of the teachers interviewed saw an increase in the creative thinking ability of students because of EXCEL. Two thirds (63%) of those surveyed indicated their students had benefitted from EXCEL. These are positive signs. However, caution must be taken in interpreting line drawing results because of the lack of a good comparison group. This made it unclear whether results were because of EXCEL or another unrelated factor such as maturation or normal instruction.

RECOMMENDATIONS

The EXCEL grant states that EXCEL is designed to serve as the vehicle to identify and serve young gifted students in WCPSS, with a special emphasis on reaching disadvantaged youth. EXCEL has been more successful in making progress towards the accomplishment of the specific objectives in the grant than in meeting this broader intent. Line drawings and behavior checklists provide some positive results, but must be considered inconclusive at this point. Interview and survey results, in particular, portray a picture of inconsistent implementation and under standing of EXCEL across staff. Results suggest improvement is needed in terms of the identification system within and across grades, the delivery model, communication, materials, and applications of skills by all teachers. Many teachers do not yet feel confident in their ability to carry out EXCEL independently (as is the intent).

If Wake County is to accomplish the broader goals of EXCEL, a great deal remains to be done in the 15 months before grant funding ends. Ideally, the system can ingrain the philosophy and practices of EXCEL into all schools without need of additional support by that time. The reduction in staffing will make that an even greater challenge. The suggestions in this section are designed as a springboard for discussion on ways to optimize the effectiveness of the program.

COMMUNICATION: Better communication is needed about EXCEL. Teachers who are Team Leaders appear to have the best understanding of EXCEL, but other classroom teachers, school administrators, and parents need more and clearer information on EXCEL.

Ways to reach classroom teachers besides through Team Leaders and CTTs should be explored--especially given the reduction in the number of CTTs. The staff roles of Team Leaders, other classroom teachers, CTTs, and school administrators should be reviewed and possibly revised, especially in light of the reduction in CTTs.

Survey and interview results suggest communication might improve through a training session for all classroom teachers, grade-level meetings at the schools with CTTs, greater involvement of principals in monitoring CTTs and program implementation, a resource manual, supplemental video tapes on EXCEL components or of model lessons, regular newsletters, and/or better telephone access to CTTs or program administrators. Solutions should focus on teachers already trained as well as those currently being served.

The advisability of continued use of take-home centers to promote parent involvement should be explored. The limited number of centers available (one per grade per school) limited their effectiveness. Less formal but more frequent communications with parents (e.g., through newsletters suggesting activities to do at home and/or describing facets of giftedness) might be more effective and reach more parents.

IDENTIFICATION: Classroom teachers need more training related to the nature of identification of potentially gifted students via EXCEL. Program administrators need to more fully explore and explain linkages expected across grades K-2 (within EXCEL) as well as between grades 2 and 3 (between EXCEL and the AG program). Administrators should review the screening pool form for possible improvements (e.g., creating more room for student names and reviewing the relationship of items listed to giftedness). All teachers should then be asked to use the form.

SUPPLIES: The quantity, quality, and durability of interest development centers used in classrooms should be reviewed and improved as necessary. The same is true for take-home centers if they continue to be used. Optimal use is difficult or impossible with one of each per grade level per school.

EVALUATION: The evaluation of EXCEL had a late start in 1990-91, and it did not appear a reasonable comparison group was available because EXCEL was being implemented in all schools. However, because some magnet schools are receiving only limited service, the possibility of a comparison group will be explored again for 1991-92. This would allow more conclusive statements about EXCEL's impact.

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EXCEL PROGRAM DESCRIPTION

EXCEL is an enrichment program for young gifted and talented students in grades K-2. EXCEL tries to achieve the following objectives:

1) To design and implement a non-traditional identification method based on the national definition of gifted and talented.
2) To reduce the use of a single-measure approach to selection by initiating a new multiple-criteria selection process (to broaden the screening pool of young highly able students). A particular emphasis is on economically disadvantaged students, who may not be identified by traditional assessment methods.
3) To increase the ability of regular classroom teachers and parents to cultivate and nurture the potential of young highly able students.
4) To increase the instructional skills of classroom teachers in the use of strategies which encourage young gifted and talented students to develop and display talents and skills, thus increasing the prospect of admission into the state-funded academically gifted program.
5) To increase the skills of parents in providing experiences necessary for their children to develop and demonstrate giftedness.

Project EXCEL delivers a gifted and talented training program within the classroom using a consultation model. EXCEL was first introduced to grade 2 teachers in spring and fall of 1990; first grade teachers were trained in spring of 1991, with more training planned for fall of 1991; kindergarten teachers will be trained in spring and fall of 1992. The Consultant Teacher Trainers (CTTs) model appropriate instructional strategies for the classroom teachers to emulate and incorporate into their daily instruction. CTTs also facilitate the implementation of "Talents Unlimited," a thinking skills program. In 1990-91, the 4.5 CTTs covered approximately nine schools each and served grades one and two. In June, 1991, they lost one CTT, resulting in coverage of approximately 11 schools each for 1991-92, with services for grades K-2.

Schools selected EXCEL Team Leaders for each grade K-2. Teachers either volunteered for the positions or were selected by the school principal. The EXCEL Team Leaders were trained and made responsible for assisting their grade level teachers in training, teaching strategies, content modification, dissemination of interest development centers, and home packages. Team Leaders were not compensated for this role. Regular classroom teachers currently were not involved in any formal EXCEL staff development sessions in 1990-91; training was to occur through contacts with the team leader at their grade and the CTT visits.

Interactive Interest Development Centers have been developed around curriculum topics and student interest at each grade level. These centers are provided by the CTTs to the EXCEL Team Leaders (ETLs) who coordinate distribution to other teachers. These centers allow students to pursue accelerated areas of study at their own level of competence. Provided with the Interest Development Center is one take-home package known as a Home Learning Center

(HLC). Students chosen by teachers can take the HLC home to work on and allow parents an opportunity for involvement.

EVALUATION DESIGN

This evaluation study was done on the implementation and effectiveness of the EXCEL Program within the Wake County School System to comply with the requirements of the funding source (the Javits Foundation within the US Dept of Education) and to meet system information needs. Evaluation sources reported on in this document are listed below. Results are summarized in the Evaluation Results section of this report, with attachments providing more details on some sources.

- Interviews with teachers, consultant teacher trainers, principals and administrators of the program were conducted. Overall, 39 elementary schools currently receive full service from the EXCEL Program. Two schools were randomly chosen from each of the five EXCEL Consultant Teacher Trainers' (CTTs) assigned schools. The ten schools that were sampled included: Wilburn Elementary, Cary Elementary, Swift Creek Elementary, Stough Elementary, Farmington Woods Elementary, Brentwood Elementary, Bugg Elementary, Joyner Elementary, Lynn Road Elementary, and Northwoods Elementary.

  Ten teachers from each grade group (1st and 2nd) were selected to be interviewed. At each school, grade 1 or 2 was randomly selected for interviews. The team leader for that grade, plus a randomly selected teacher, were interviewed. Also interviewed were the Consultant Teacher Trainers, the Program Specialists for administration and identification of the academically gifted, the Project EXCEL Administrator, and four principals who were the base school principals of the CTTs.

- Anonymous surveys regarding the implementation and effectiveness of EXCEL were sent to 50% of the first and second grade teachers in all 39 elementary schools implementing the full program. Gifted and talented and international magnets do not receive the full EXCEL services because they have other programs for gifted students; they were therefore not included in surveys. Surveys were sent out in May as part of a district-wide teacher survey; 109 of 145 were returned, for a 75% return rate. Of these, 36 were team leaders and 68 were regular classroom teachers. Response rates varied only slightly across items.

- Documentation of activities completed was checked based on project records and information from the program administrators.

- Behavioral checklists were completed by teachers on children's behaviors in the classroom. Two teachers in each of the 39 EXCEL schools (the team leaders plus one randomly selected teacher) were sent a checklist in February (when teachers had a maximum of one visit from the CTT) and again in May (when CTT training visits for the year were complete). Ten behaviors considered representative of "giftedness" were

listed; teachers were asked to check the behaviors they had observed in their students. Results were analyzed for increases in the number of students checked and in the number of characteristics checked per student (as signs of EXCEL's effectiveness).

- All first grade children's line drawings before and after being exposed to the EXCEL Program were evaluated to determine growth in the creative thinking abilities of originality and elaboration. Originality and elaboration were defined by the Torrance Tests of Creative Thinking (TTCT), on which the EXCEL line design test was based, as follows:

  ORIGINALITY: This score is based on the statistical infrequency and unusualness of the response, and represents the subject's ability to produce ideas that are away from the obvious, commonplace, basal, or established. (Torrance, 1984)

  ELABORATION: The basis of this score is the imagination and exposition of detail. This score reflects a person's ability to develop, embroider, embellish, carry out or otherwise elaborate ideas. (Torrance, 1984)

Using standardized directions for administration, the line design test was administered to first grade students in the 39 elementary schools served by the EXCEL teacher/consultants in the third week of January and again in the fourth week of May. Sixteen weeks of EXCEL Program services were provided between the pretest and posttest administration. A total of 6,512 tests were paired as pre/post tests and scored for elaboration, with 1,002 tests randomly selected by school for scoring on originality.

Tests had been coded on the reverse side to indicate, only after scoring, which were pre- or post-tests. For scoring on elaboration, the pre- and post-tests for each student were compared to determine which demonstrated a greater degree of elaboration. The scorers used three possible options: the first or second of the set of tests demonstrated greater elaboration, or no measurable difference was apparent. To determine interrater reliability, two scorers rated a series of tests independently, and achieved the same responses on 91% of the tests.

To determine originality, series of tests were randomly selected, and the statistical infrequency of responses was assessed. If a response was deemed common, a score of two was assigned. If less frequent, a score of four, and if the figure drawn from the given line design was rarely drawn by other subjects, a score of six was assigned. The scores were then averaged to determine increase or decrease from pretest to posttest administration.

EVALUATION RESULTS

PROGRESS TOWARDS PROGRAM GOALS AND OBJECTIVES

Progress has been made towards all of the goals and objectives for the EXCEL Program as listed in the 1990-91 grant application. Some activities have been modified or eliminated to improve effectiveness. The status of each activity, as reported in the EXCEL application for 1992, is shown in Attachment 1. Progress towards the accomplishment of EXCEL objectives is summarized in the Figure 1 on the following pages, along with findings on effectiveness and major suggestions for improvement based on evaluation data sources.

CHANGES PLANNED IN THE PROGRAM

The number of CTTs had to be reduced by one for the 1991-92 school year (from 4.5 to 3.5) due to funding constraints. To help compensate for the greater number of schools per trainer, scheduling changes were made to allow CTTs an entire day or half day per school depending on size. The decrease in travel time should provide more opportunities for CTTs to talk to classroom teachers outside of the class demonstrations and to have within-grade and across-grade level planning meetings with staff.

EXCEL will also have new leadership this fall, with a new EXCEL project administrator reporting to a new Director for the Academically Gifted program. Greater coordination of efforts at the early grade levels is the desired result.

The training component will be expanded to include kindergarten next spring. Improved communication and understanding of EXCEL is to be facilitated through the development of a resource manual for teachers.

Figure 1 Grant Implementation -- Status on Objectives

Objectives	Accomplishments	Effectiveness*	Suggestions*
Objective #1: To design and implement a non-traditional identification method based on the national definition of gifted and talented.	All EXCEL Team Leaders attended a workshop in which the presenter incorporates the national definition of gifted and talented when describing the characteristics of young gifted children; the team leaders then share information at grade level meetings within their schools. An instrument has been developed to correspond with the national definition of gifted and talented. (See sample in Attachment 4.)	Based on interviews, EXCEL Team Leaders have a better grasp of student identification than classroom teachers, through more direct and extensive training and more contact with the CTTs. Workshop information has not been passed down consistently to all the teachers through the team leaders as intended.	Classroom teachers need to be better informed about the EXCEL identification method through direct training or written communications. Required use of the screening pool form and better directions on its use for identifying potentially gifted students would improve proper utilization.
Objective #2: To reduce the use of a single-measure approach to selection by initiating a new multiple-criteria selection process which will broaden the screening pool of young highly able students.	A multiple criteria approach based on numerous behaviors of gifted children has been developed.	While most teachers believe in the use of a multiple criteria for selection, very few teachers feel comfortable selecting potentially gifted students or have a complete understanding of the use and purpose of the behavioral checklist. *Based on evaluation results	There is a need for additional training for all classroom teachers on the use and purpose of the multiple criteria for selection. The link between characteristics listed and gifted potential should be clarified. A mechanism for passing screening checklist information on to the next grade level is also needed to improve linkage.

Objectives	Accomplishments	Effectiveness*	Suggestions*
Objective #3:** To increase the ability of regular classroom teachers and parents to cultivate and nurture the potential of young highly able students. **Objective #4**:** To increase the instructional skills of classroom teachers in the use of strategies which encourage young gifted and talented students to develop and display talents and skills over expected periods of time which increases the prospect of admission into the state-funded academically gifted program. **combined because similar data applied to each.	CTTs were assigned to cover 39 elementary schools. CTTs provided demonstration lessons in the regular classroom. CTTs provided follow-up activities and Interest Development Centers to the classroom which extended and enriched the curriculum for young gifted students. One Excel Team Leader (ETL) for each grade level (1st and 2nd) was assigned at each school. ETLs have been given workshops providing EXCEL orientation, goals, objectives, and expectations. Also, training was given on Talents Unlimited, a thinking skills program, and the Early Prevention of School Failure Program, which includes talents of all children. Materials to support differentiated instruction in the classroom were purchased. ETL's provided information on EXCEL and coordinated sharing of materials. The EXCEL Project Administrator attended a national conference related to identifying gifted minority and economically disadvantaged students and was available to speak with teachers and parents on current identification trends. (See Objective #5 for on more parent activities.)	Much has been done on these objectives. However, the 1990-91 model of service had weak links which prevented uniform effectiveness with classroom teachers and parents. The number of visits was considered too few by many. Classroom teachers' knowledge of their role in implementing EXCEL varied greatly based on the amount of information provided by the team leader. The number of take-home packages for the parents to use with students was also quite limited (one per grade). Demonstration lessons were considered stronger in some schools than others, apparently because of trainer differences. Also, the number of times teachers observed modeling varied by school but was most commonly 3-6 times. Variations in the quality and number of model lessons provided would be likely to impact teachers' use of the skills. About half of the teachers surveyed indicated they applied EXCEL skills daily or weekly.	The decrease in the number of CTTs necessitates consideration of modified delivery models. Options for consideration include a more active training role for team leaders, greater feedback from principals (who are responsible for evaluating the CTTs) greater contact with CTTs or team leaders, direct training of all teachers by the project specialist or lead CTT, supplemental videotaped model lessons, and a resource manual or other written material on EXCEL. Ways to assure high quality modeling of EXCEL concepts should be considered. CTTs might be evaluated by their trainer, supervisor, or a panel of experts before entering the classroom, videotapes might be employed, standard lessons might be used exclusively across trainers, or trainers might be rotated. More discussions between CTTs and grade level teams would be very beneficial. *Based on evaluation results

Objectives	Accomplishments	Effectiveness*	Suggestions*
Objective #5: To increase the skills parents use in providing experience necessary for their child to develop and demonstrate his or her giftedness.	A parent training session was given that focused on strategies which nurture giftedness in young children. An EXCEL Advisory Group was established to receive ongoing input from schools, homes, and community. A parent newsletter focusing on experiences through which giftedness can be demonstrated is being written and distributed on a semi-annual basis. Home Learning Centers with activities which parallel the thinking skills model used in the classroom have been developed. A parent training session focused on strategies that nurture giftedness in young children has been given.	Accomplishments seem to have been effective in all areas except with regards to Home Learning Centers (HLC).	The feasibility of utilizing Home Learning Centers (HLCs) effectively should be explored. Alternative ways of increasing parent skills may be more cost effective in terms of staff time and number of parents reached. More EXCEL newsletters or workshops with suggested activities for parents to do at home are two possibilities. *Based on survey and interview results

SUMMARY OF INTERVIEW AND SURVEY RESPONSES

Below is a summary of the most common responses from the staff interviews and teacher survey grouped by topic. Attachment 2 provide more complete survey results by question for the overall group, Team Leaders versus other teachers, and first grade versus second grade teachers. Charts show overall results as well as Team Leader versus other teacher results. Results for grade one versus two teachers were similar except where noted in text. Full teacher interview results are shown in Attachment 3, with responses from principals and central staff shown in Attachment 4 (only those not included in report text are included).

Two points are important to keep in mind in interpreting survey and interview results.

- Both sources of information reflect staff opinions about EXCEL and its effects. While perceptions are very important, an assessment of effectiveness should also consider more objective sources of information.

- Survey and interview data have different strengths. Survey data represent a large random sample of first and second grade teachers and thus are broad-based. Generalizations to all teachers in grades 1 and 2 in WCPSS are therefore appropriate for the items asked. Interviews provide more detailed views on EXCEL overall from a small group of teachers and principals. They can provide more insight into why staff believe as they do about EXCEL and provide more ideas for improvement. Generalizations must be made cautiously based on a small number of interviews. Interpreting these two sources of opinions in light of each other can therefore strengthen interpretation.

IDENTIFICATION

Consultant Teacher Trainers and EXCEL Team Leaders received training in the EXCEL definition of potential giftedness based on the national definition. A screening pool form was designed by project staff and distributed to Team Leaders in January. It listed various characteristics of potentially gifted students. Team Leaders were asked to complete this along with other teachers at their school (at their option). Results were turned into the central office.

Summary on Identification: Less than half of the teachers interviewed and surveyed believed EXCEL had made it easier to identify gifted students (including disadvantaged students). Interview comments indicated some teachers felt insufficiently trained, and did not understand now EXCEL was to be linked across grades K-2 or between grade two and three (when the State's Academically Gifted (AG) program begins.)

Survey Results:

First and second grade teachers' views on the value of EXCEL for identifying gifted and talented students were mixed to negative.

- 42% indicated EXCEL had made it easier to identify gifted students; 40% indicated it had not.
- Only 28% indicated EXCEL had caused them to identify more students as potentially gifted.
- Only 12% believed more students would qualify for the AG program because of EXCEL. The percentage agreeing was similar among first (12.7%) and second (11.8%) grade teachers. However, second grade teachers were more likely to disagree (47%) with this statement than first grade teachers (61%); second grade teachers were more neutral (40% versus 28%).
- Two teachers commented that EXCEL follows more of a gifted and talented model than an academically gifted one. Therefore, they felt more students might not be identified for AG programs because of EXCEL.

Survey Items: Identification	Responses of Grade 1 & 2:	Agree*	Undecided	Disagree*	Mean** SA = 1
#3: EXCEL has made it easier for me to identify students who may be gifted and talented.	Total (N=107)	42%	18%	40%	3.02
	Team Leaders	56%	22%	22%	2.44
	Other Teachers	36%	13%	51%	3.33
#4: Because of EXCEL, I now identify more students as potentially gifted.	Total (N=105)	28%	25%	48%	3.26
	Team Leaders	49%	26%	26%	2.60
	Others Teachers	17%	26%	58%	3.59
#18: More students will qualify for the AG program because of EXCEL.	Total (N=106)	12%	34%	54%	3.53
	Team Leaders	14%	40%	46%	3.34
	Others Teachers	12%	31%	57%	3.60

Total Respondents: 109 Team Leaders Subgroup: 36 Other Teachers Subgroup: 68

*Agree = Strongly Agree (SA) plus Agree; Disagree = Disagree plus Strongly Disagree
**Means 1 = Strongly Agree, 5= Strongly Disagree

Interview Results: The majority of the 20 teachers interviewed (60%) did not feel more comfortable with their ability to recognize and cultivate giftedness in students since they started participating in the EXCEL Program. Likewise, the use of EXCEL was not considered to be a superior method of identification by 65% of the teachers.

Less than half of the teachers (35%) believed they could identify more potentially gifted and talented individuals who were disadvantaged, handicapped, or had limited English proficiency

than before using EXCEL. Comments from the 65% of teachers who said "no" indicated they felt insufficiently trained, already prepared, or that the question was irrelevant to them (because they did not have disadvantaged or handicapped students in class).

Three fourths of the teachers had used the multiple criteria for the selection of potentially gifted students; the majority (53%) liked it. However, 25% of the teachers had never used the multiple criteria or behavioral checklist. Of those teachers who had used the behavioral checklist, one individual, even though not required, continued to use the checklist to track the progress of her students.

Some of the behaviors reported by teachers as being the most important in identifying potentially gifted students (See Question 9 in Attachment 3) included:

- Giving varied and unusual ideas,
- Artistic creativity and detail of art,
- Vocabulary and writing ability,
- Positive attitude and a desire to learn, and
- Curiosity and questioning.

The instructional strategies found to be the most helpful to teachers in identifying potentially gifted students (Question 10) are listed below.

- Small group instruction
- Hands-on exercises
- Unusual and varied ideas
- Decision-making
- Productive-thinking exercises
- Problem-solving exercises

Only one instructional strategy, large-group activities, was found not to be helpful to teachers in identifying potentially gifted students (Question 10).

The instructional strategies found to be the most helpful to CTTs in identifying potentially gifted students included:

- Using and implementing Talents Unlimited or a thinking skills program that focuses on processes;
- Involving students in the thinking process (as opposed to content or products);
- Teaching and monitoring productive thinking in the classroom; and
- Modeling the behavior desired.

CTTs pointed out that one strategy is not better than another, and that combination of different strategies are needed to accentuate various strengths.

When teachers were asked what they believed EXCEL's greatest strengths were, the following responses relating to identification were given.

- It can identify different areas of intelligence.
- EXCEL is better at identifying giftedness than pencil and paper tests.
- Identification of children could enrich their development.
- The potential is there to recognize and draw out the creativity of an average child.

SCHOOL IMPLEMENTATION--LEVEL OF SERVICE AND MATERIALS

Summary on School Implementation: The number of demonstration lessons provided by CTTs to each teacher varied among teachers, from zero to over seven, with 11% receiving 0-2 visits, 47% receiving 3-6, and 42% receiving 7 or more. The grant did not specify a target number of visits, but CTTs could have made 12 visits per teacher barring any absences for illness or special school activities. More than 60% of those surveyed thought the demonstration lessons were useful in facilitating higher order skills in children.

The Team Leaders who were surveyed consistently rated the EXCEL Program more positively in terms of level of service, materials, participation, effects on children, and involvement than did other teachers.

Survey Results: Survey results related to services provided by CTTs and ETLs revealed that:

- Most teachers (89%) reported teacher trainers worked in their rooms five or more times; 42% of these reported seven or more visits. Second grade teachers were less likely to report seven or more visits and more likely to report one or two visits.

- Two thirds of the teachers (65%) indicated they learned new ways to encourage the use of higher order thinking skills through EXCEL.

- Most teachers (85%) believed model lessons were taught at the appropriate instructional level; first grade teachers believed this more uniformly than second grade teachers (93% versus 77%). Two thirds of teachers overall considered these lessons exemplary.

- Half of the teachers considered the CTTs highly skilled in developing students' gifted and talented potential.

- Team Leaders had more positive views than other teachers. Over three fourths of the classroom teachers (79%) reported interacting with their Team Leader about EXCEL (the item did not address frequency of contacts).

- In terms of materials, three fourths (71%) of the teachers believed they were appropriate to the students' instructional level. Second grade teachers indicated materials were appropriate slightly more often than first grade teachers (76% versus 66%).

Survey Items: Teacher Services and Implementation	Responses of Grade 1 & 2:	Agree*	Undecided	Disagree*	Mean** SA = 1
#2: Demonstration lessons have provided me with new ways to facilitate use of higher order thinking skills.	Total(N=108)	65%	6%	30%	2.52
	Team Leaders	86%	6%	8%	1.83
	Other Teachers	52%	6%	42%	2.90
#5: Materials provided through EXCEL have been appropriate for my students' instructional level.	Total (N=104)	71%	6%	23%	2.33
	Team Leaders	83%	3%	14%	1.80
	Other Teachers	65%	6%	29%	2.62
#11: I have been asked for my feedback on demonstration lessons from the EXCEL teacher trainer.	Total (N=107)	48%	8%	45%	3.06
	Team Leaders	70%	4%	25%	2.44
	Others Teachers	36%	9%	55%	3.39
#14: The EXCEL teacher trainers have provided useful information to me.	Total (N=106)	62%	10%	27%	2.56
	Team Leaders	86%	3%	12%	1.91
	Others Teachers	49%	13%	37%	2.91
#15: Demonstration lessons from EXCEL teacher trainers were exemplary.	Total (N=106)	65%	10%	25%	2.50
	Team Leaders	80%	6%	14%	2.03
	Others Teachers	58%	12%	30%	2.72
#16: EXCEL model lessons were taught at the appropriate instructional level.	Total (N=108)	85%	6%	9%	2.06
	Team Leaders	89%	6%	6%	1.36
	Others Teachers	84%	6%	11%	2.12
#12: I have interacted with our grade level EXCEL team leader about the program.	Total (N=101)	83%	3%	14%	2.07
	Team Leaders	93%	0%	7%	1.67
	Others Teachers	79%	3%	18%	2.24
#17: EXCEL teacher trainers are highly skilled in developing the potential of gifted and talented students.	Total (N=107)	50%	27%	22%	2.61
	Team Leaders	77%	11%	12%	2.06
	Others Teachers	37%	36%	27%	2.85

Total Respondents: 109 Team Leaders Subgroup: 36 Other Teachers Subgroup: 68

*Agree = Strongly Agree (SA) plus Agree; Disagree = Disagree plus Strongly Disagree
**Mean 1 = Strongly Agree, 5 = Strongly Disagree

Survey Item: Classroom Contacts	Responses of Grade 1 & 2:	0-2	3-6	7 or More
#22: The EXCEL Consultant Teacher Trainer has worked with me in my classroom_____ times this year.	Total (N=99)	11%	47%	42%
	Team Leaders	16%	58%	26%
	Other Teachers	0%	24%	76%

Total Respondents: 109 Team Leaders Subgroup: 36 Other Teachers Subgroup: 68

*Agree = Strongly Agree (SA) plus Agree; Disagree = Disagree plus Strongly Disagree
**Mean 1 = Strongly Agree, 5 = Strongly Disagree

Survey results related to classroom teachers' application of skills learned through EXCEL revealed that:

- Three fourths indicated they understood how to integrate EXCEL into their daily lessons. First grade teachers were more likely to indicate having this understanding.

- Frequency of use of EXCEL skills varied across two items. In Item #8, 58% indicated they infused EXCEL concepts and skills daily. Second grade teachers were somewhat more likely to infuse EXCEL skills and concepts daily than first grade teachers (62% versus 53%). In Item 21, 28% indicated they applied skills learned through EXCEL daily, 24% weekly, 39% a few times, and 8% never. Based on interview results, Item 21 may reflect teachers' level of use more accurately. On the other hand, Item 21 may reflect new learning only, with Item 8 reflecting use of concepts and skills advocated through EXCEL whether learned through EXCEL or another source.

Survey Items: Applications of Skills	Responses of Grade 1 & 2:	Agree*	Undecided	Disagree*	Mean** SA = 1
#7: I understand how to integrate skills introduced by EXCEL into my lessons.	Total(N=106)	73%	13%	15%	2.28
	Team Leaders	92%	6%	3%	1.86
	Other Teachers	62%	15%	23%	2.52
#8: EXCEL concepts and skills are infused into my lesson plans daily.	Total (N=104)	58%	13%	30%	2.72
	Team Leaders	74%	9%	17%	2.31
	Others Teachers	51%	14%	35%	2.91

Total Respondents: 109 Team Leaders Subgroup: 36 Other Teachers Subgroup: 68

*Agree = Strongly Agree (SA) plus Agree; Disagree = Disagree plus Strongly Disagree
**Mean 1 = Strongly Agree, 5 = Strongly Disagree

Survey Items: Application of Skills	Responses of Grade 1 & 2:	Daily	Weekly	A Few Times	Never
#21: I have applied skills learned through EXCEL (approximately)_____.	Total (N=98)	28%	24%	39%	8%
	Team Leaders	49%	33%	15%	3%
	Other Teachers	36%	52%	11%	2%

Total Respondents: 109 Team Leaders Subgroup: 36 Other Teachers Subgroup: 68

*Agree = Strongly Agree (SA) plus Agree; Disagree = Disagree plus Strongly Disagree
**Mean 1 = Strongly Agree, 5 = Strongly Disagree

Three survey items related to perceived benefits of EXCEL for teachers and students. About 60% of the teachers had positive views of their level of understanding of EXCEL and the impact of the program on students.

- 63% indicated program goals were clear to them;
- 63% believed their students had benefitted;
- 59% indicated EXCEL taught them new ways to help young GT students meet their potential.

Team Leaders were more positive in their views than other teachers.

Survey Items: Teacher and Student Benefits	Responses of Grade 1 & 2:	Agree*	Undecided	Disagree*	Mean** SA = 1
#1: EXCEL has taught me new ways to help young gifted and talented students meet their full potential.	Total (N=108)	59%	11%	30%	2.68
	Team Leaders	83%	11%	22%	1.94
	Other Teachers	48%	8%	51%	3.07
#13: EXCEL program goals are clear to me.	Total (N=108)	63%	10%	28%	2.55
	Team Leaders	86%	3%	11%	1.92
	Other Teachers	49%	13%	38%	2.91
#19: Students in my class have benefitted from EXCEL.	Total (N=108)	63%	12%	25%	2.52
	Team Leaders	86%	6%	8%	1.83
	Other Teachers	51%	16%	33%	2.85

Total Respondents: 109 Team Leaders Subgroup: 36 Other Teachers Subgroup: 68

*Agree = Strongly Agree (SA) plus Agree; Disagree = Disagree plus Strongly Disagree
**Mean 1 = Strongly Agree, 5 = Strongly Disagree

Interviews: The majority (60%) of the 20 first and second grade teachers interviewed had worked with the Consultant Teacher Trainer (CTT) eight or more times since the EXCEL Program began. None of the teachers ever had a separate formal meeting with the EXCEL Team Leader and other teachers concerning the EXCEL Program, and in most cases, the only time the EXCEL Program was mentioned was during grade level meetings in which the Team Leader informed the other teachers that the development center was now in the EXCEL Team Leader's room. The degree to which team leaders explained the EXCEL model to teachers varied.

The majority of teachers (60%) had been exposed to three or fewer development centers. Of that majority, 75% had used the development centers to which they were exposed. Most of the teachers (65%) thought the interest development centers were good. However, 60% had never used a take-home package.

Ninety percent (90%) of teachers thought that the materials and/or resources were lacking both in quality and quantity, but mostly quantity, for implementing the program. Only one take-home package was provided per grade level.

Some of the most common responses teachers gave for improvements to EXCEL materials and resources included the need for:

- More resource people and trips;
- More consultants to implement the program;
- Greater availability and accessibility of Development Centers;
- More time with materials as current dissemination is too rapid;
- CTTs to make up lost classroom time (due to workshops, meetings, etc.);
- Teachers to develop interest centers or have more input regarding ideas and materials;
- A guidebook regarding goals and use of materials in Centers, etc.;
- More time with each lesson, and CTTs leaving materials with teachers, to enable them to carry on lessons;
- More resources at larger schools, including more money for materials, more time with the CTT, and more development centers or time with the centers,
- Getting information to teachers concerning take-home packages, and
- Sturdier take-home packages.

TRAINING

Summary on Training: Sixty percent (60%) of the teachers did not feel that the training they received was sufficient to carry out their responsibilities with regard to the EXCEL Program.

Interviews: Teachers indicated they could benefit from:

- A one-day or two half-day workshops on EXCEL;
- More feedback on whether they are implementing EXCEL correctly,
- Sessions with the CTT to share information and coordinate topics taught, and
- Additional classroom modeling.

Teachers indicated they could use more training in:

- Identifying potentially gifted students;
- Developing material to work with the children in the classroom;
- Incorporating EXCEL into normal activities;
- The roles teachers should have in the EXCEL Program;
- Setting up a development center; and
- What to do once the modeling stops.

Some of the more unique comments and suggestions for improvements related to training and modeling (made by one or two individuals) are listed below:

- CTTs behavior is not good enough to model.
- Video demonstrations of modeling are needed.
- CTT needs to be more enthusiastic.
- EXCEL does not serve AG students; change AG program to GT program.
- EXCEL program provided relief from teaching by supplying another resource person (CTT).
- EXCEL program lacked organization.
- Central office should clarify the need for ALL teachers to incorporate EXCEL into everyday activities.
- Teachers need workshops to learn to model.
- Central office needs a clear policy statement regarding teachers' requirements and responsibilities.
- Students would benefit from tactile/textured items as opposed to "pictures of" the same items.
- CTT should discuss the (lesson) topic with the teacher beforehand and stick to that one topic.

- CTT needs to clearly communicate when she is coming and what she will cover.

CREATIVE THINKING ABILITY

Summary on Creative Thinking: Most teachers interviewed (70%) found differences in the creative thinking ability of students since the EXCEL Program began.

Interviews: Students displayed increased creative thinking by:

- Being less inhibited and giving more ideas (6 similar responses);
- Taking more time to think -- not jumping out with an answer as they used to (4 similar responses);
- Being more tolerant of acceptable answers to problems;
- Taking things more seriously and respecting other people's opinions;
- Doing more creative writing and using more original ideas;
- Employing a broader vocabulary;
- Formulating more descriptive, thoughtful questions;
- Listening more and using positive thinking;
- Improving planning and writing skills; and
- Seeing things in a different way and expressing the same idea differently.

FOLLOW-UP SERVICES TO GRADE 2

Summary on Follow-up: Over half (60%) of the second grade teachers had no contact with the consultant teacher trainer during the spring of 1991; 60% would like more contact.

Interviews:

Second grade teachers received CTT training in spring and fall of 1990. These teachers were supposed to receive continued support during spring of 1991 through their grade's team leader and from CTTs upon request.

When second grade teachers were asked what follow-up or continuation services were provided, sixty percent (60%) of the respondents had had no contact with the CTT; forty percent (40%) were still receiving development centers either every month or every two months or were using

the CTT as a resource. Sixty percent (60%) of the respondents did not find the continuation or follow-up services sufficient. The extent to which teachers were continuing to follow through with EXCEL varied. Based on this small sample, volunteer Team Leaders (as opposed to recruits) and younger teachers seemed to be carrying through more extensively.

BEHAVIOR CHECKLIST

Summary on Behavior Checklist: Behavior checklists indicated a significant increase in both the number of children considered potentially gifted and the number of gifted characteristics each exhibited between the beginning of EXCEL training (in February, 1991) and the end (in May, 1991). Both the number of Blacks and Whites identified increased significantly over time. However, the number of Black students identified did not increase significantly more than White students.

Attachment 5 shows the Behavior Skills Checklist and instructions from February. Skills are a subset of those on the Screening Pool Form developed by program staff (see Attachment 6). Behavior checklists were returned in both February and May, 1991 from 60 (77%) of the 78 first-grade teachers in the sample. A total of 1,405 individual students were rated on the presence or absence of 10 specific skills related to potential giftedness. The presence of one or more of these skills marked a child as potentially gifted. These skills were (in order of appearance on the forms):

1. Thinks of many varied ideas.
2. Has original ideas.
3. Shows much detail in work.
4. Makes many predictions about a situation.
5. Uses many describing words when writing or talking.
6. Plans carefully before beginning a new project.
7. Generates alternatives before making a decision.
8. Gives reasons for the decision reached.
9. Uses similes when speaking or writing.
10. Gives many varied words to describe feelings.

The percentage of children seen as potentially gifted rose from 57.37% in the beginning of the school year to 66.41% at the end. This increase is statistically significant (McNemar's Chi square = 41.45, $p < .001$). It is not known whether the number of students displaying these characteristics might have increased in this length of time without EXCEL, because no control group was available. EXCEL is certainly designed to increase emphasis on these areas.

It is interesting to note that the percentage of students identified both before and after training is relatively high compared to the percentage of students eventually identified as academically gifted. Approximately 15% of WCPSS second graders are identified as academically gifted. This, of course, does not reflect students who are creative or talented in other ways. Not every child seen as potentially gifted in the beginning of the year remained so at the end of the year. While 255 children who had none of the above skills at the beginning of the year were seen to have one or more of them after the program, 128 children who were noted as having one or more skills before the program exhibited none of them at the end of the year.

The mean number of skills noted for each student rose from 2.05 to 2.85. The percent of students noted with each skill increased significantly ($p < .0001$). The patterns of skills were similar both at the beginning and at the end of the program.

- Having original ideas was noted most often, both at the beginning (34.8%) and at the end of (44.4%) the program. The next most common skill was having many varied ideas, with 31.0% of the children noted before the program, and 40.6% noted after the program.

- The two least common skills were also the same both before and after the program. The ability to generate alternatives before making a decision was noted in 10.2% of the children before and 18.3% of the children after the program. Only 8.4% of the children before the program were noted as using similes when speaking or writing. This increased to 14.0% after the program.

When results were broken down by ethnicity, the number of students marked with one or more characteristics of giftedness did increase significantly between February and May for Black and White students*; the number of students identified did not vary substantially for the small number of other minority students involved (see Figure 2). The percentage increase (10.7%) for Blacks and 8.8% for Whites) did not differ significantly. The percentage of each group selected as potentially gifted was 21.5% for Black students, 37.6% for White students, and 3% for other minority students.

*$p < .001$ based on McNemar's Chi-square.

Figure 2
EXCEL Checklist 1990-91
Number Selected As Possibly Gifted
By Ethnicity

ETHNIC	PRE		POST		TOTAL
	#	%	#	%	
ALL	800	57.8	924	66.8	1384
ASIAN	19	57.6	20	60.6	33
BLACK	112	32.4	149	43.1	346
SPANISH & INDIAN	8	72.7	7	63.6	11
WHITE	661	66.5	748	75.3	994

The number of gifted characteristics shown by students pre and post was also checked. All groups showed increases in the average number of gifted characteristics recorded. White students had the highest average by May (3.49), with Blacks showing the lowest averages (1.14) and other minorities falling in between.

Figure 3
EXCEL Checklist 1990-91
Average Number Of Characteristics Of
Giftedness Shown By Students By Ethnicity

ETHNIC	NUMBER OF CHECKS	TIME	
	N	PRE MEAN	POST MEAN
ASIAN	33	2.27	2.88
BLACK	346	0.77	1.14
INDIAN/SPANISH	11	3.50	4.10
WHITE	994	2.52	3.49
ALL	1384	2.07	2.88

Results by gender (see Figures 4 & 5) show:

- 64% of females and 69% of males identified as potentially gifted in May;
- Similar increases in the percentages of males and females identified between February and May;
- A slightly higher percentage of males identified as compared to females.
- The average number of characteristics shown was similar for females and males.

Figure 4

Number of Students Selected as Potentially Gifted by Sex

	Pre		Post		
	#	%	#	%	Total
Female	379	56.0	435	64.0	814
Male	421	60.0	489	69.0	910
Total	800		924		1,724

Figure 5

Average Number of Characteristics of Giftedness Shown Per Student By Sex

	Pre	Post
Female	2.06	2.80
Male	2.08	2.96
Total	2.07	2.88

LINE DRAWINGS

Line drawings were collected from all first graders in January (at the beginning of training) and May (at the end). These pre- and post-assessments were analyzed by two raters for growth in elaboration and originality (two aspects of creative thinking promoted by Talents Unlimited).

Summary of Line Drawings: First graders showed growth in both the originality and elaboration of their drawings between the beginning and end of EXCEL training. The degree to which growth would have been seen without EXCEL is impossible to determine without a comparison group (all first graders were served).

All first graders (6,512) were rated on growth in elaboration. Overall, 74.5% showed a greater degree of elaboration on May drawings than on January drawings.

Originality was rated on a 15% random sample of drawings. Scores assigned ranged from 2 (reflecting a common response) to 6 (reflecting an unusual response). Average scores increased from 2.72 overall on the pre-assessment to 3.27 overall on the post-assessment (an increase of .55).

These results, achieved in a sixteen week period by the 4.5 EXCEL teacher/consultants in 39 schools, demonstrate a significant increase in the measured creative thinking abilities of originality and elaboration.

REFERENCE

Torrance, E. Paul and Ball, O.E. (1984). "Torrance Tests of Creative Thinking Streamlined (Revised) Manual". Bensenville, IL: Scholastic Testing Service.

ATTACHMENTS

1 EXCEL PROGRESS REPORT 1991

2 SURVEY RESULTS
- A Questions
- B Overall Results
- C Team Leaders Versus Other Teachers
- D Grade 1 Versus 2 Teachers

3 FULL TEACHER INTERVIEW RESPONSES

4 SELECTED RESPONSES OF PRINCIPALS AND CTTs

5 BEHAVIOR (SKILLS) CHECKLIST

6 EXCEL SCREENING POOL

EXCEL PROGRESS REPORT
1991

ACTIVITY	RESPONSIBILITY	PROJECTED DATE	STRATEGY	STATUS
Review and set up budget with local system guidelines and codes.	AG Program Specialist, C&I, Finance Division	January 1991	Board of Education will approve budget.	Board of Education approved budget upon receipt of Grant Award Notification.
Select EXCEL Team Leaders by designating a first grade teacher in addition to the second grade representative.	Principals	January 1991	Selection process will be supported by the Central Office and will involve a school-based decision.	Principals submitted names of first grade EXCEL Team Leaders in December 1989 so that program implementation could begin promptly in January 1991.
Provide EXCEL orientation training model for first grade EXCEL Team Leaders with support from outside consultants.	AG Program Specialist; EXCEL Project Administrator; Consultant Teacher Trainers	January 1991	Orientation training model will be provided to each new incoming group through area meetings.	All 54 teachers were provided an orientation session on December 5, 1989. It was then decided to continue to meet as a total group.
Model appropriate instructional strategies for providing a differentiated curriculum in first grade regular classrooms through demonstration lessons.	Consultant Teacher Trainers	January 1991 Weekly	Consultant Teacher Trainers will present demonstration lessons to whole classes that will be evaluated by teachers and principals.	Demonstration lessons began with first grade teachers in January 1991. Lessons will be provided on a weekly basis to teachers in all 39 nonmagnet school for 1990-91. In 1991-92 schools will rotate on a nine week basis.
Provide follow-up activities and Interest Development Centers that extend and enrich the curriculum.	Consultant Teacher Trainers	January 1991 Weekly	Teachers will use materials and instructional strategies that promote higher level thinking	Interest Development Centers have ben developed that correlate to the first grade curriculum. Five topics have been developed in depth for use in all schools with numerous topics developed based on individual school need.
Continue to design Home Learning Centers that focus on developing interests and nurturing talents of young students.	EXCEL Project Administrator; Consultant Teacher Trainers	January 1991 Quarterly	Parents will check out centers to be used by students at home.	Home Learning Centers have been developed and are available for check out at the 39 nonmagnet schools.

ATTACHMENT 1

Continue to design Home Learning Centers that focus on developing interests and nurturing talents of young students.	EXCEL Project Administrator; Consultant Teacher Trainers	January 1991 Quarterly	Parents will check out centers to be used by students at home.	Home Learning Centers have been developed and are available for check-out at the 39 nonmagnet schools.
Compile, print and distribute parent newsletters that focus on experiences through which giftedness can be demonstrated.	EXCEL Project Administrator; Consultant Teacher Trainers	January 1991 Semi-annually	Newsletters will be distributed at all fifty-four elementary schools.	EXCEL Newsletter was published and distributed in March 1991 to students in all fifty-four schools.
Design and present staff development to EXCEL Team Leaders on differentiated instruction and curriculum compacting.	EXCEL Project Administrator; Consultant Teacher Trainers; Outside consultants	February 1991	Skill specific staff development will be presented based on identified needs.	Staff development on curriculum compacting and classroom strategies was presented to first grade EXCEL Team Leaders.
Design and present staff development on strategies and techniques for classroom use with gifted students.	EXCEL Project Administrator; Consultant Teacher Trainers	March 1991	Utilize outside consultants to support this process.	
Implement Parent Training Sessions in collaboration with Project Even Start that focus on the family-school link.	EXCEL Project Administrator; Consultant Teacher Trainers; Even Start Staff	March 1991	Collaborative parent workshops that focus on a home-school link will be presented.	Several parent training sessions were presented in collaboration with Project Even Start in March 1991.
Coordinate Kids' EXCEL, product fairs, that demonstrate the thinking connection and provide audiences to students.	EXCEL Project Administrator; Consultant Teacher Trainers	April 1991	Kids EXCEL Fairs will be held at area schools and/or central locations.	Kids' EXCEL Fair was held May 1991 in conjunction with a system-wide parent workshop.
Coordinate meetings with EXCEL Advisory Group that reestablish priorities and review program goals and continue to receive input from the schools, homes, and communities.	EXCEL Project Administrator; EXCEL Advisory Group	April 1991	The EXCEL Advisory Group will meet twice yearly to provide input on program direction.	The EXCEL Advisory Group has met as needed to provided program input.

Attend National Conference related in identifying minority and economically disadvantaged gifted students.	AG Program Specialist, C&I EXCEL Project Administrator	May 1991	Conference will be facilitated by the US Department of Education and will involve input from grant recipients.	Participation in conference scheduled for June 1991 is planned.
Facilitate the delivery of training and integration of Talents Unlimited, a thinking skills program, into first grade classrooms.	EXCEL Project Administrator; Consultant Teacher Trainers	May 1991	Training will be extended down to first grade and will focus on integrating thinking skills strategies into the classroom.	First grade teachers were trained in Talents Unlimited in December 1990 and January 1991. Materials have been provided and are being used in all classrooms
Employ personnel to collect and analyze data needed to evaluate program.	AG Program Specialist, C&I; EXCEL Project Administrator	July 1991	System guidelines will be followed for employment of personnel.	The Evaluation and Research Department employed a person in March 1991 to conduct the evaluation.
Collect and analyze current data in relation to base-line data from 1990.	Department of Evaluation and Research	July-August 1991	Report will be presented to AG Program Specialist and Project Administrator with follow-up to Board of Education.	The Evaluation and Research Department will complete the first cycle of evaluation in July 1991 which will include a written report.
Review individual school plan of action in order to reestablish priorities.	Consultant Teacher Trainers	August 1991	Review will be facilitated by each Consultant Teacher Trainer for assigned schools.	This has been done on a informal basis dependent upon individual school need.
Design and present further staff development to EXCEL Team Leaders on strategies and techniques for classroom use with gifted students.	EXCEL Project Administrator; Consultant Teacher Trainers Outside consultants	September 1991	Additional staff development will be presented based on needs identification in the school plan of action.	Staff Development will be planned for Fall 1991 with input from the new Project Administrator.
Implement Parent Training Sessions in collaboration with Project Enlightenment that focus on nurturing talents in young children.	EXCEL Project Administrator; Consultant Teacher Trainers	October 1991	Collaborative parent workshops that focus on nurturing talents will be presented.	The Consultant Teacher Trainers designed and implemented a parent workshop which was held May 1991. A collaborative workshop with Project Enlightenment was facilitated by the EXCEL Project Administrator in March 1991

Re-establish priorities and review program goals by continuing to receive input from the schools, homes, and communities through the EXCEL Advisory Group.	EXCEL Project Administrator; EXCEL Advisory Group	November 1991	The EXCEL Advisory Group will meet twice yearly to provide input on program direction.	The EXCEL Advisory Group will continue to meet as needed to provide input into the program.
Conduct survey of EXCEL Team Leaders and principals regarding program implementation and direction.	AG Program Specialist, C&I EXCEL Project Administrator; Consultant Teacher Trainers	December 1991	Survey results will be utilized in planning for the next expansion phase of the program.	Surveys of all teachers involved in EXCEL are an integral component of the EXCEL evaluation process conducted in Spring 1991.
Facilitate observation and conferences with EXCEL Team Leaders and Principals.	EXCEL Project Administrator; Consultant Teacher Trainers	December 1991	Assessment of lessons will be used to review program direction with services expanded to first grade.	Observations and interviews of Consultant Teacher Trainers and EXCEL Team Leaders are integral components of the EXCEL evaluation process conducted in Spring 1991.
Select EXCEL Team Leaders by designating a kindergarten teacher as the program plans for further expansion.	Principals	December 1991	Selection process will be supported by the Central Office and will involve a school-based decision.	Principals will designate Kindergarten EXCEL Team Leaders in October 1991.

ATTACHMENT 2 -- SURVEY RESULTS

PART A - QUESTIONS
B - OVERALL RESULTS
C - TEAM LEADERS VERSUS OTHER TEACHERS
D - GRADE 1 VERSUS 2 TEACHERS

WCPSS TEACHER SURVEY SPRING, 1991
Evaluation and Research

DIRECTIONS:
The items on this survey relate to EXCEL, which is being evaluated this year by the Department of Evaluation and Research (E&R). We would appreciate your comments on the implementation and effectiveness of this program. Please fill in one bubble per item with a #2 pencil. Use the Strongly Agree to Strongly Disagree scale unless another scale is listed. Skip any items that are not applicable to you. Feel free to comment on any item on the back (list the number).

THIS SURVEY IS ANONYMOUS. Responses will only be summarized by program (indicated by the form number bubbled in column A) and grade (coded in B). A summary of results for each item, plus comments, will be provided to project staff. Once you complete your label off the envelope survey, rip your name to protect your identity. Enclose the survey. DO NOT FOLD attach the E&R address label, and return the survey to us through courier by May 27.

STRONGLY DISAGREE

DISAGREE

UNDECIDED

AGREE

STRONGLY AGREE

1. EXCEL has taught me new ways to help young gifted and talented students meet their full potential.
2. Demonstration lessons have provided me with new ways to facilitate use of higher order thinking skills.
3. EXCEL has made it easier for me to identify students who may be gifted and talented.
4. Because of EXCEL, I now identify more students as potentially gifted.
5. Materials provided through EXCEL have been appropriate for my students' instructional level.
6. I have sent EXCEL activities home with students.
7. I understand how to integrate skills introduced by EXCEL into my lessons.
8. EXCEL concepts and skills are infused into my lesson plans daily.
9. Parents are adequately informed about EXCEL.
10. EXCEL has provided ways for parents to nurture the potential of their young gifted and talented students.
11. I have been asked for my feedback on demonstration lessons from the EXCEL teacher trainer.
12. I have interacted with our grade level EXCEL team leader about the program.
13. EXCEL program goals are clear to me.
14. The EXCEL teacher trainers have provided useful information to me.
15. Demonstration lessons from EXCEL teacher trainers were exemplary.
16. EXCEL model lessons were taught at the appropriate instructional level.
17. EXCEL teacher trainers are highly skilled in developing the potential of gifted and talented students.
18. More students will qualify for the AG program because of EXCEL.
19. Students in my class have benefitted from EXCEL.
20. Are you a team leader? A=Yes B=No
21. I have applied skills learned through EXCEL (approximately) _____
    A=Daily B=Weekly C=A few times D=Never
22. The EXCEL Consultant Teacher Trainer has worked with me in my classroom _____ times this year.
    A=0 B=1-2 C=3-4 D=5-6 E=7 or more

Histogram

Total Respondents: 109 WCPSS EXCEL ITEMS Subgroup Respondents: 109

Percent in tens: ....1....2....3....4....5....6....7....8....9....10

Item 1 = Excel taught me new ways to help gifted & talented students.

```
A = STRONGLY AGREE..... ******
B = AGREE.............. ************************
C = UNDECIDED.......... ******
D = DISAGREE........... **********
E = STRONGLY DISAGREE... *****
```

A: 13.0%	B: 46.3%	C: 11.1%	D: 19.4%	E: 10.2%	Mean = 2.68
f = 14	f = 50	f = 12	f = 21	f = 11	Missing = 1

Item 2 = Demo lessons provide ways to facil use of hi order thinking.

```
A = STRONGLY AGREE..... ***********
B = AGREE.............. **********************
C = UNDECIDED.......... ***
D = DISAGREE........... **********
E = STRONGLY DISAGREE... *****
```

A: 22.2%	B: 42.6%	C: 5.6%	D: 20.4%	E: 9.3%	Mean = 2.52
f = 24	f = 46	f = 6	f = 22	f = 10	Missing = 1

Item 3 = EXCEL made it easier to identify gifted & talented students.

```
A = STRONGLY AGREE..... *****
B = AGREE.............. ****************
C = UNDECIDED.......... *********
D = DISAGREE........... **************
E = STRONGLY DISAGREE... *******
```

A: 10.3%	B: 31.8%	C: 17.8%	D: 26.2%	E: 14.0%	Mean = 3.02
f = 11	f = 34	f = 19	f = 28	f = 15	Missing = 2

Item 4 = Because of EXCEL I nov identify more students as gifted.

```
A = STRONGLY AGREE..... ****
B = AGREE.............. **********
C = UNDECIDED.......... ************
D = DISAGREE........... ******************
E = STRONGLY DISAGREE... *******
```

A: 7.6%	B: 20.0%	C: 24.8%	D: 34.3%	E: 13.3%	Mean = 3.26
f = 8	f = 21	f = 26	f = 36	f = 14	Missing = 4

Percent in tens: ....1....2....3....4....5....6....7....8....9....10

Item 5 = Excel materials have been appropriate for instructional lvl.

```
A = STRONGLY AGREE..... **************
B = AGREE.............. **********************
C = UNDECIDED.......... ***
D = DISAGREE........... *******
E = STRONGLY DISAGREE... ****

A: 27.9%    B: 43.3%    C: 5.8%     D: 14.4%    E: 8.7%        Mean = 2.33
f = 29      f = 45      f = 6       f = 15      f = 9       Missing = 5
```

Item 6 = I have sent EXCEL activities home with students.

```
A = STRONGLY AGREE..... *****
B = AGREE.............. ******************
C = UNDECIDED.......... ***
D = DISAGREE........... ****************
E = STRONGLY DISAGREE... *********

A: 10.0%    B: 35.0%    C: 6.0%     D: 32.0%    E: 17.0%       Mean = 3.11
f = 10      f = 35      f = 6       f = 32      f = 17      Missing = 9
```

Item 7 = I understand how to integrate EXCEL skills into my lessons.

```
A = STRONGLY AGREE..... **********
B = AGREE.............. **************************
C = UNDECIDED.......... ******
D = DISAGREE........... ****
E = STRONGLY DISAGREE... ***

A: 20.8%    B: 51.9%    C: 12.3%    D: 8.5%     E: 6.6%        Mean = 2.28
f = 22      f = 55      f = 13      f = 9       f = 7       Missing = 3
```

Item 8 = EXCEL concepts & skills are infused into lesson plans daily.

```
A = STRONGLY AGREE..... *****
B = AGREE.............. ************************
C = UNDECIDED.......... ******
D = DISAGREE........... **********
E = STRONGLY DISAGREE... *****

A: 10.6%    B: 47.1%    C: 12.5%    D: 19.2%    E: 10.6%       Mean = 2.72
f = 11      f = 49      f = 13      f = 20      f = 11      Missing = 5
```

Item 9 = Parents are adequately informed about EXCEL.

```
A = STRONGLY AGREE..... ****
B = AGREE.............. **********
C = UNDECIDED.......... ***************
D = DISAGREE........... ***************
E = STRONGLY DISAGREE... ********

A: 7.3%     B: 19.3%    C: 29.4%    D: 28.4%    E: 15.6%       Mean = 3.26
f = 8       f = 21      f = 32      f = 31      f = 17      Missing = 0
```

Percent in tens: ....1....2....3....4....5....6....7....8....9....10

Item 10 = EXCEL provided ways fr parents to nurture potential of child.

```
A = STRONGLY AGREE.....
B = AGREE.............. *********
C = UNDECIDED.......... **********
D = DISAGREE........... **********
E = STRONGLY DISAGREE... **********

A: 1.0%     B: 17.1%    C: 30.5%    D: 31.4%    E: 20.0%       Mean = 3.52
f = 1       f = 18      f = 32      f = 33      f = 21      Missing = 4
```

Item 11 = I've been asked for feedback on demo lessons from EXCEL tt.

```
A = STRONGLY AGREE..... *****
B = AGREE.............. ********
C = UNDECIDED.......... ****
D = DISAGREE........... **********
E = STRONGLY DISAGREE... *********

A: 9.3%     B: 38.3%    C: 7.5%     D: 27.1%    E: 17.8%       Mean = 3.06
f = 10      f = 41      f = 8       f = 29      f = 19      Missing = 2
```

Item 12 = I've interacted with our grade level EXCEL team leader.

```
A = STRONGLY AGREE..... **********
B = AGREE.............. ********
C = UNDECIDED.......... *
D = DISAGREE........... ******
E = STRONGLY DISAGREE... *

A: 25.7%    B: 57.4%    C: 3.0%     D: 11.9%    E: 2.0%        Mean = 2.07
f = 26      f = 58      f = 3       f = 12      f = 2       Missing = 8
```

Item 13 = EXCEL program goals are clear to me.

```
A = STRONGLY AGREE..... **********
B = AGREE.............. **********
C = UNDECIDED.......... *****
D = DISAGREE........... *********
E = STRONGLY DISAGREE... *****

A: 19.4%    B: 43.5%    C: 9.3%     D: 18.5%    E: 9.3%        Mean = 2.55
f = 21      f = 47      f = 10      f = 20      f = 10      Missing = 1
```

Item 14 = The EXCEL teacher trainers provided useful info. to me.

```
A = STRONGLY AGREE..... **********
B = AGREE.............. **********
C = UNDECIDED.......... *****
D = DISAGREE........... ********
E = STRONGLY DISAGREE... ******

A: 21.7%    B: 40.6%    C: 10.4%    D: 15.1%    E: 12.3%       Mean = 2.56
f = 23      f = 43      f = 11      f = 16      f = 13      Missing = 3
```

Percent in tens: ....1....2....3....4....5....6....7....8....9....10

Item 15 = Demo lessons from EXCEL teacher trainers were exemplary.

```
A = STRONGLY AGREE..... **********
B = AGREE.............. **********************
C = UNDECIDED.......... *****
D = DISAGREE........... *******
E = STRONGLY DISAGREE... ******

A: 20.8%    B: 44.3%    C: 10.4%    D: 13.2%    E: 11.3%       Mean = 2.50
f = 22      f = 47      f = 11      f = 14      f = 12      Missing = 3
```

Item 16 = EXCEL model lessons were taught at the appropriate level.

```
A = STRONGLY AGREE..... ************
B = AGREE.............. ******************************
C = UNDECIDED.......... ***
D = DISAGREE........... *
E = STRONGLY DISAGREE... ****

A: 25.9%    B: 59.3%    C: 5.6%     D: 1.9%     E: 7.4%        Mean = 2.06
f = 28      f = 64      f = 6       f = 2       f = 8       Missing = 1
```

Item 17 = EXCEL tts are highly skilled in dev. potentl of g&t students.

```
A = STRONGLY AGREE..... **********
B = AGREE.............. **************
C = UNDECIDED.......... **************
D = DISAGREE........... ******
E = STRONGLY DISAGREE... ******

A: 22.4%    B: 28.0%    C: 27.1%    D: 11.2%    E: 11.2%       Mean = 2.61
f = 24      f = 30      f = 29      f = 12      f = 12      Missing = 2
```

Item 18 = More students will qualify for the AG prog because of EXCEL.

```
A = STRONGLY AGREE..... *
B = AGREE.............. *****
C = UNDECIDED.......... ******************
D = DISAGREE........... ********************
E = STRONGLY DISAGREE... *******

A: 1.9%     B: 10.4%    C: 34.0%    D: 40.6%    E: 13.2%       Mean = 3.53
f = 2       f = 11      f = 36      f = 43      f = 14      Missing = 3
```

Item 19 = Students in my class have benefitted from EXCEL.

```
A = STRONGLY AGREE..... **********
B = AGREE.............. **********************
C = UNDECIDED.......... ******
D = DISAGREE........... ********
E = STRONGLY DISAGREE... *****

A: 19.4%    B: 43.5%    C: 12.0%    D: 15.7%    E: 9.3%        Mean = 2.52
f = 21      f = 47      f = 13      f = 17      f = 10      Missing = 1
```

Percent in tens: ....1....2....3....4....5....6....7....8....9....10

Item 20 = Are you a team leader?

A = STRONGLY AGREE..... **********
B = AGREE..... **********
C = UNDECIDED.....
D = DISAGREE.....
E = STRONGLY DISAGREE...

A: 34.3%	B: 64.8%	C: 1.0%	D:	E:	Mean = 1.67
f = 36	f = 68	f = 1	f = 0	f = 0	Missing = 4

Item 21 = I have applied skills learned through EXCEL (approximately):

A = STRONGLY AGREE..... **********
B = AGREE..... **********
C = UNDECIDED..... **********
D = DISAGREE..... ****
E = STRONGLY DISAGREE... *

A: 28.3%	B: 23.2%	C: 39.4%	D: 8.1%	E: 1.0%	Mean = 2.30
f = 28	f = 23	f = 39	f = 8	f = 1	Missing = 10

Item 22 = The EXCEL Consultant Teacher Trainer worked with me _ x /yr.'

Times: 0	1-2	3-4	5-6	≥ 7	
A: 3.0%	B: 8.1%	C: 25.3%	D: 21.2%	E: 42.4%	Mean = 3.92
f = 3	f = 8	f = 25	f = 21	f = 42	Missing = 10

Date: 06-14-91 National Computer Systems
MICROTEST Survey

Frequency Tabulation

Total Respondents: 109 WCPSS EXCEL ITEMS Subgroup Respondents: 41

Subgroup Selection: Team Leaders
Exc. 20 = B

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1) Excel taught me nev ways to help gifted & talented students.										
Subgroup f:	10	22	7	2			41	2.02	0.79	2.0
Subgroup %:	24.4	53.7	17.1	4.9						
Total %:	13.0	46.3	11.1	19.4	10.2					
2) Demo lessons provide ways to facil use of hi order thinking.										
Subgroup f:	16	19	2	2	2		41	1.90	1.04	2.0
Subgroup %:	39.0	46.3	4.9	4.9	4.9					
Total %:	22.2	42.6	5.6	20.4	9.3					
3) EXCEL made it easier to identify gifted & talented students.										
Subgroup f:	8	13	10	9		1	40	2.50	1.06	2.0
Subgroup %:	20.0	32.5	25.0	22.5						
Total %:	10.3	31.8	17.8	26.2	14.0					
4) Because of EXCEL I nov identify more students as gifted.										
Subgroup f:	6	12	9	12		2	39	2.69	1.08	3.0
Subgroup %:	15.4	30.8	23.1	30.8						
Total %:	7.6	20.0	24.8	34.3	13.3					
5) Excel materials have been appropriate for instructional lvl.										
Subgroup f:	20	12	2	3	2	2	39	1.85	1.16	1.0
Subgroup %:	51.3	30.8	5.1	7.7	5.1					
Total %:	27.9	43.3	5.8	14.4	8.7					
6) I have sent EXCEL activities home with students.										
Subgroup f:	7	17	2	9	3	3	38	2.58	1.27	2.0
Subgroup %:	18.4	44.7	5.3	23.7	7.9					
Total %:	10.0	35.0	6.0	32.0	17.0					
7) I understand hov to integrate EXCEL skills into my lessons.										
Subgroup f:	10	26	3		1	1	40	1.90	0.74	2.0
Subgroup %:	25.0	65.0	7.5		2.5					
Total %:	20.8	51.9	12.3	8.5	6.6					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
8) EXCEL concepts & skills are infused into lesson plans daily.										
Subgroup f:	5	22	4	7	1	2	39	2.41	1.02	2.0
Subgroup %:	12.8	56.4	10.3	17.9	2.6					
Total %:	10.6	47.1	12.5	19.2	10.6					
9) Parents are adequately informed about EXCEL.										
Subgroup f:	5	8	16	9	3		41	2.93	1.10	3.0
Subgroup %:	12.2	19.5	39.0	22.0	7.3					
Total %:	7.3	19.3	29.4	28.4	15.6					
10) EXCEL provided ways fr parents to nurture potential of child										
Subgroup f:	1	11	13	13	1	2	39	3.05	0.92	3.0
Subgroup %:	2.6	28.2	33.3	33.3	2.6					
Total %:	1.0	17.1	30.5	31.4	20.0					
11) I've been asked for feedback on demo lessons from EXCEL tt.										
Subgroup f:	5	22	2	10	1	1	40	2.50	1.09	2.0
Subgroup %:	12.5	55.0	5.0	25.0	2.5					
Total %:	9.3	38.3	7.5	27.1	17.8					
12) I've interacted with our grade level EXCEL team leader.										
Subgroup f:	14	18	1	2		6	35	1.74	0.78	2.0
Subgroup %:	40.0	51.4	2.9	5.7						
Total %:	25.7	57.4	3.0	11.9	2.0					
13) EXCEL program goals are clear to me.										
Subgroup f:	14	21	1	2	2	1	40	1.92	1.02	2.0
Subgroup %:	35.0	52.5	2.5	5.0	5.0					
Total %:	19.4	43.5	9.3	18.5	9.3					
14) The EXCEL teacher trainers provided useful info. to me.										
Subgroup f:	15	18	2	1	3	2	39	1.95	1.12	2.0
Subgroup %:	38.5	46.2	5.1	2.6	7.7					
Total %:	21.7	40.6	10.4	15.1	12.3					
15) Demo lessons from EXCEL teacher trainers were exemplary.										
Subgroup f:	13	17	3	3	3	2	39	2.13	1.20	2.0
Subgroup %:	33.3	43.6	7.7	7.7	7.7					
Total %:	20.8	44.3	10.4	13.2	11.3					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16) EXCEL model lessons were taught at the appropriate level.										
Subgroup f:	13	23	2		3		41	1.95	1.02	2.0
Subgroup %:	31.7	56.1	4.9		7.3					
Total %:	25.9	59.3	5.6	1.9	7.4					
17) EXCEL tts are highly skilled in dev. potentl of g&t students										
Subgroup f:	13	16	5	2	4	1	40	2.20	1.24	2.0
Subgroup %:	32.5	40.0	12.5	5.0	10.0					
Total %:	22.4	28.0	27.1	11.2	11.2					
18) More students will qualify for the AG prog because of EXCEL.										
Subgroup f:	2	3	15	14	4	3	38	3.39	0.97	3.0
Subgroup %:	5.3	7.9	39.5	36.8	10.5					
Total %:	1.9	10.4	34.0	40.6	13.2					
19) Students in my class have benefitted from EXCEL.										
Subgroup f:	16	18	2	2	3		41	1.98	1.15	2.0
Subgroup %:	39.0	43.9	4.9	4.9	7.3					
Total %:	19.4	43.5	12.0	15.7	9.3					
20) Are you a team leader?										
Subgroup f:	36		1			4	37	1.05	0.33	1.0
Subgroup %:	97.3		2.7							
Total %:	34.3	64.8	1.0							
21) I have applied skills learned through EXCEL (approximately)										
Subgroup f:	16	13	7	1		4	37	1.81	0.84	2.0
Subgroup %:	43.2	35.1	18.9	2.7						
Total %:	28.3	23.2	39.4	8.1	1.0					

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
	0	1-2	3-4	5-6	≥ 7					
22) The EXCEL Consultant Teacher Trainer worked with me _ x /yr.										
Subgroup f:	1		3	7	26	4	37	4.54	0.87	5.0
Subgroup %:	2.7		8.1	18.9	70.3					
Total %:	3.0	8.1	25.3	21.2	42.4					

Frequency Tabulation

Total Respondents: 109 WCPSS EXCEL ITEMS Subgroup Respondents: 73

Subgroup Selection: Other Teachers
Exc. 20 = A

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1) Excel taught me new ways to help gifted & talented students.										
Subgroup f:	4	30	8	19	11	1	72	3.04	1.24	3.0
Subgroup %:	5.6	41.7	11.1	26.4	15.3					
Total %:	13.0	46.3	11.1	19.4	10.2					
2) Demo lessons provide ways to facil use of hi order thinking.										
Subgroup f:	8	31	4	21	8	1	72	2.86	1.27	2.0
Subgroup %:	11.1	43.1	5.6	29.2	11.1					
Total %:	22.2	42.6	5.6	20.4	9.3					
3) EXCEL made it easier to identify gifted & talented students.										
Subgroup f:	3	22	11	20	15	2	71	3.31	1.24	3.0
Subgroup %:	4.2	31.0	15.5	28.2	21.1					
Total %:	10.3	31.8	17.8	26.2	14.0					
4) Because of EXCEL I nov identify more students as gifted.										
Subgroup f:	2	10	17	27	14	3	70	3.59	1.06	4.0
Subgroup %:	2.9	14.3	24.3	38.6	20.0					
Total %:	7.6	20.0	24.8	34.3	13.3					
5) Excel materials have been appropriate for instructional lvl.										
Subgroup f:	9	36	5	12	7	4	69	2.59	1.22	2.0
Subgroup %:	13.0	52.2	7.2	17.4	10.1					
Total %:	27.9	43.3	5.8	14.4	8.7					
6) I have sent EXCEL activities home with students.										
Subgroup f:	3	20	4	25	14	7	66	3.41	1.25	4.0
Subgroup %:	4.5	30.3	6.1	37.9	21.2					
Total %:	10.0	35.0	6.0	32.0	17.0					
7) I understand how to integrate EXCEL skills into my lessons.										
Subgroup f:	12	32	11	9	6	3	70	2.50	1.18	2.0
Subgroup %:	17.1	45.7	15.7	12.9	8.6					
Total %:	20.8	51.9	12.3	8.5	6.6					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
8) EXCEL concepts & skills are infused into lesson plans daily.										
Subgroup f:	6	28	10	15	10	4	69	2.93	1.25	3.0
Subgroup %:	8.7	40.6	14.5	21.7	14.5					
Total %:	10.6	47.1	12.5	19.2	10.6					
9) Parents are adequately informed about EXCEL.										
Subgroup f:	4	14	18	23	14		73	3.40	1.16	4.0
Subgroup %:	5.5	19.2	24.7	31.5	19.2					
Total %:	7.3	19.3	29.4	28.4	15.6					
10) EXCEL provided ways fr parents to nurture potential of child										
Subgroup f:		8	21	21	20	3	70	3.76	1.00	4.0
Subgroup %:		11.4	30.0	30.0	28.6					
Total %:	1.0	17.1	30.5	31.4	20.0					
11) I've been asked for feedback on demo lessons from EXCEL tt.										
Subgroup f:	5	21	6	21	18	2	71	3.37	1.33	4.0
Subgroup %:	7.0	29.6	8.5	29.6	25.4					
Total %:	9.3	38.3	7.5	27.1	17.8					
12) I've interacted with our grade level EXCEL team leader.										
Subgroup f:	12	44	3	10	2	2	71	2.24	0.99	2.0
Subgroup %:	16.9	62.0	4.2	14.1	2.8					
Total %:	25.7	57.4	3.0	11.9	2.0					
13) EXCEL program goals are clear to me.										
Subgroup f:	7	30	9	18	8	1	72	2.86	1.23	2.0
Subgroup %:	9.7	41.7	12.5	25.0	11.1					
Total %:	19.4	43.5	9.3	18.5	9.3					
14) The EXCEL teacher trainers provided useful info. to me.										
Subgroup f:	8	28	10	15	10	2	71	2.87	1.28	2.0
Subgroup %:	11.3	39.4	14.1	21.1	14.1					
Total %:	21.7	40.6	10.4	15.1	12.3					
15) Demo lessons from EXCEL teacher trainers were exemplary.										
Subgroup f:	9	32	9	11	10	2	71	2.73	1.28	2.0
Subgroup %:	12.7	45.1	12.7	15.5	14.1					
Total %:	20.8	44.3	10.4	13.2	11.3					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16) EXCEL model lessons were taught at the appropriate level.										
Subgroup f:	15	45	4	2	6	1	72	2.15	1.06	2.0
Subgroup %:	20.8	62.5	5.6	2.8	8.3					
Total %:	25.9	59.3	5.6	1.9	7.4					
17) EXCEL tts are highly skilled in dev. potentl of g&t students										
Subgroup f:	11	16	25	11	9	1	72	2.88	1.22	3.0
Subgroup %:	15.3	22.2	34.7	15.3	12.5					
Total %:	22.4	28.0	27.1	11.2	11.2					
18) More students will qualify for the AG prog because of EXCEL.										
Subgroup f:		8	22	30	11	2	71	3.62	0.88	4.0
Subgroup %:		11.3	31.0	42.3	15.5					
Total %:	1.9	10.4	34.0	40.6	13.2					
19) Students in my class have benefitted from EXCEL.										
Subgroup f:	5	32	11	16	8	1	72	2.86	1.18	2.0
Subgroup %:	6.9	44.4	15.3	22.2	11.1					
Total %:	19.4	43.5	12.0	15.7	9.3					
20) Are you a team leader? A = Yes B = No										
Subgroup f:		68	1			4	69	2.01	0.12	2.0
Subgroup %:		98.6	1.4							
Total %:	34.3	64.8	1.0							
21) I have applied skills learned through EXCEL (approximately)										
Subgroup f:	12	12	34	7	1	7	66	2.59	0.96	3.0
Subgroup %:	18.2	18.2	51.5	10.6	1.5					
Total %:	28.3	23.2	39.4	8.1	1.0					
	A	B	C	D	E	Miss.	N	Mean	SD	MDN
	0	1-2	3-4	5-6	≥ 7					
22) The EXCEL Consultant Teacher Trainer worked with me _ x /yr.										
Subgroup f:	3	8	23	15	17	7	66	3.53	1.14	3.0
Subgroup %:	4.5	12.1	34.8	22.7	25.8					
Total %:	3.0	8.1	25.3	21.2	42.4					

Frequency Tabulation

Total Respondents: 109 WCPSS EXCEL ITEMS Subgroup Respondents: 53

Subgroup Selection: Grade 2

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1) Excel taught me new ways to help gifted & talented students.										
Subgroup f:	9	23	4	11	6		53	2.66	1.30	2.0
Subgroup %:	17.0	43.4	7.5	20.8	11.3					
Total %:	13.0	46.3	11.1	19.4	10.2					
2) Demo lessons provide ways to facil use of hi order thinking.										
Subgroup f:	13	21	3	9	7		53	2.55	1.38	2.0
Subgroup %:	24.5	39.6	5.7	17.0	13.2					
Total %:	22.2	42.6	5.6	20.4	9.3					
3) EXCEL made it easier to identify gifted & talented students.										
Subgroup f:	7	16	10	10	10		53	3.00	1.34	3.0
Subgroup %:	13.2	30.2	18.9	18.9	18.9					
Total %:	10.3	31.8	17.8	26.2	14.0					
4) Because of EXCEL I now identify more students as gifted.										
Subgroup f:	5	10	11	17	9	1	52	3.29	1.24	3.5
Subgroup %:	9.6	19.2	21.2	32.7	17.3					
Total %:	7.6	20.0	24.8	34.3	13.3					
5) Excel materials have been appropriate for instructional lvl.										
Subgroup f:	18	21	3	3	6	2	51	2.18	1.31	2.0
Subgroup %:	35.3	41.2	5.9	5.9	11.8					
Total %:	27.9	43.3	5.8	14.4	8.7					
6) I have sent EXCEL activities home with students.										
Subgroup f:	7	15	3	14	10	4	49	3.10	1.42	3.0
Subgroup %:	14.3	30.6	6.1	28.6	20.4					
Total %:	10.0	35.0	6.0	32.0	17.0					
7) I understand how to integrate EXCEL skills into my lessons.										
Subgroup f:	11	25	6	4	7		53	2.45	1.28	2.0
Subgroup %:	20.8	47.2	11.3	7.5	13.2					
Total %:	20.8	51.9	12.3	8.5	6.6					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
8) EXCEL concepts & skills are infused into lesson plans daily.										
Subgroup f:	5	22	7	8	9	2	51	2.88	1.31	2.0
Subgroup %:	9.8	43.1	13.7	15.7	17.6					
Total %:	10.6	47.1	12.5	19.2	10.6					
9) Parents are adequately informed about EXCEL.										
Subgroup f:	3	7	17	15	11		53	3.45	1.14	3.0
Subgroup %:	5.7	13.2	32.1	28.3	20.8					
Total %:	7.3	19.3	29.4	28.4	15.6					
10) EXCEL provided ways fr parents to nurture potential of child										
Subgroup f:	1	8	17	12	13	2	51	3.55	1.10	3.0
Subgroup %:	2.0	15.7	33.3	23.5	25.5					
Total %:	1.0	17.1	30.5	31.4	20.0					
11) I've been asked for feedback on demo lessons from EXCEL tt.										
Subgroup f:	7	18	6	9	12	1	52	3.02	1.42	3.0
Subgroup %:	13.5	34.6	11.5	17.3	23.1					
Total %:	9.3	38.3	7.5	27.1	17.8					
12) I've interacted with our grade level EXCEL team leader.										
Subgroup f:	15	25	3	3	2	5	48	2.00	1.01	2.0
Subgroup %:	31.3	52.1	6.3	6.3	4.2					
Total %:	25.7	57.4	3.0	11.9	2.0					
13) EXCEL program goals are clear to me.										
Subgroup f:	12	21	4	7	9		53	2.62	1.42	2.0
Subgroup %:	22.6	39.6	7.5	13.2	17.0					
Total %:	19.4	43.5	9.3	18.5	9.3					
14) The EXCEL teacher trainers provided useful info. to me.										
Subgroup f:	14	17	6	4	10	2	51	2.59	1.47	2.0
Subgroup %:	27.5	33.3	11.8	7.8	19.6					
Total %:	21.7	40.6	10.4	15.1	12.3					
15) Demo lessons from EXCEL teacher trainers were exemplary.										
Subgroup f:	13	21	5	6	8		53	2.53	1.38	2.0
Subgroup %:	24.5	39.6	9.4	11.3	15.1					
Total %:	20.8	44.3	10.4	13.2	11.3					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16) EXCEL model lessons were taught at the appropriate level.										
Subgroup f:	16	25	4	2	6		53	2.19	1.24	2.0
Subgroup %:	30.2	47.2	7.5	3.8	11.3					
Total %:	25.9	59.3	5.6	1.9	7.4					
17) EXCEL tts are highly skilled in dev. potentl of g&t students										
Subgroup f:	14	13	13	3	9	1	52	2.62	1.40	2.0
Subgroup %:	26.9	25.0	25.0	5.8	17.3					
Total %:	22.4	28.0	27.1	11.2	11.2					
18) More students will qualify for the AG prog because of EXCEL.										
Subgroup f:	1	5	14	18	13	2	51	3.73	1.02	4.0
Subgroup %:	2.0	9.8	27.5	35.3	25.5					
Total %:	1.9	10.4	34.0	40.6	13.2					
19) Students in my class have benefitted from EXCEL.										
Subgroup f:	14	15	7	8	9		53	2.68	1.45	2.0
Subgroup %:	26.4	28.3	13.2	15.1	17.0					
Total %:	19.4	43.5	12.0	15.7	9.3					
20) Are you a team leader? A = Yes B = No										
Subgroup f:	20	30	1			2	51	1.63	0.53	2.0
Subgroup %:	39.2	58.8	2.0							
Total %:	34.3	64.8	1.0							
21) 1 I have applied skills learned through EXCEL (approximately)										
Subgroup f:	11	13	21	4		4	49	2.37	0.93	3.0
Subgroup %:	22.4	26.5	42.9	8.2						
Total %:	28.3	23.2	39.4	8.1	1.0					
	A	B	C	D	E	Miss.	N	Mean	SD	MDN
	0	1-2	3-4	5-6	> 7					
22) The EXCEL Consultant Teacher Trainer worked with me _ x /yr.										
Subgroup f:	2	7	12	10	19	3	50	3.74	1.23	4.0
Subgroup %:	4.0	14.0	24.0	20.0	38.0					
Total %:	3.0	8.1	25.3	21.2	42.4					

Frequency Tabulation

Total Respondents: 109 WCPSS EXCEL ITEMS Subgroup Respondents: 56

Subgroup Selection: Grade 1

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1) Excel taught me nev ways to help gifted & talented students.										
Subgroup f:	5	27	8	10	5	1	55	2.69	1.15	2.0
Subgroup %:	9.1	49.1	14.5	18.2	9.1					
Total %:	13.0	46.3	11.1	19.4	10.2					
2) Demo lessons provide ways to facil use of hi order thinking.										
Subgroup f:	11	25	3	13	3	1	55	2.49	1.22	2.0
Subgroup %:	20.0	45.5	5.5	23.6	5.5					
Total %:	22.2	42.6	5.6	20.4	9.3					
3) EXCEL made it easier to identify gifted & talented students.										
Subgroup f:	4	18	9	18	5	2	54	3.04	1.16	3.0
Subgroup %:	7.4	33.3	16.7	33.3	9.3					
Total %:	10.3	31.8	17.8	26.2	14.0					
4) Because of EXCEL I nov identify more students as gifted.										
Subgroup f:	3	11	15	19	5	3	53	3.23	1.07	3.0
Subgroup %:	5.7	20.8	28.3	35.8	9.4					
Total %:	7.6	20.0	24.8	34.3	13.3					
5) Excel materials have been appropriate for instructional lvl.										
Subgroup f:	11	24	3	12	3	3	53	2.47	1.22	2.0
Subgroup %:	20.8	45.3	5.7	22.6	5.7					
Total %:	27.9	43.3	5.8	14.4	8.7					
6) I have sent EXCEL activities home with students.										
Subgroup f:	3	20	3	18	7	5	51	3.12	1.24	3.0
Subgroup %:	5.9	39.2	5.9	35.3	13.7					
Total %:	10.0	35.0	6.0	32.0	17.0					
7) I understand hov to integrate EXCEL skills into my lessons.										
Subgroup f:	11	30	7	5		3	53	2.11	0.85	2.0
Subgroup %:	20.8	56.6	13.2	9.4						
Total %:	20.8	51.9	12.3	8.5	6.6					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
8) EXCEL concepts & skills are infused into lesson plans daily.										
Subgroup f:	6	27	6	12	2	3	53	2.57	1.08	2.0
Subgroup %:	11.3	50.9	11.3	22.6	3.8					
Total %:	10.6	47.1	12.5	19.2	10.6					
9) Parents are adequately informed about EXCEL.										
Subgroup f:	5	14	15	16	6		56	3.07	1.16	3.0
Subgroup %:	8.9	25.0	26.8	28.6	10.7					
Total %:	7.3	19.3	29.4	28.4	15.6					
10) EXCEL provided ways fr parents to nurture potential of child										
Subgroup f:		10	15	21	8	2	54	3.50	0.97	4.0
Subgroup %:		18.5	27.8	38.9	14.8					
Total %:	1.0	17.1	30.5	31.4	20.0					
11) I've been asked for feedback on demo lessons from EXCEL tt.										
Subgroup f:	3	23	2	20	7	1	55	3.09	1.24	3.0
Subgroup %:	5.5	41.8	3.6	36.4	12.7					
Total %:	9.3	38.3	7.5	27.1	17.8					
12) I've interacted with our grade level EXCEL team leader.										
Subgroup f:	11	33		9		3	53	2.13	0.94	2.0
Subgroup %:	20.8	62.3		17.0						
Total %:	25.7	57.4	3.0	11.9	2.0					
13) EXCEL program goals are clear to me.										
Subgroup f:	9	26	6	13	1	1	55	2.47	1.09	2.0
Subgroup %:	16.4	47.3	10.9	23.6	1.8					
Total %:	19.4	43.5	9.3	18.5	9.3					
14) The EXCEL teacher trainers provided useful info. to me.										
Subgroup f:	9	26	5	12	3	1	55	2.53	1.17	2.0
Subgroup %:	16.4	47.3	9.1	21.8	5.5					
Total %:	21.7	40.6	10.4	15.1	12.3					
15) Demo lessons from EXCEL teacher trainers were exemplary.										
Subgroup f:	9	26	6	8	4	3	53	2.47	1.17	2.0
Subgroup %:	17.0	49.1	11.3	15.1	7.5					
Total %:	20.8	44.3	10.4	13.2	11.3					

Response Set:
A = STRONGLY AGREE
B = AGREE
C = UNDECIDED
D = DISAGREE
E = STRONGLY DISAGREE

Response Weight:
A = 01
B = 02
C = 03
D = 04
E = 05

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16) EXCEL model lessons were taught at the appropriate level.										
Subgroup f:	12	39	2		2	1	55	1.93	0.77	2.0
Subgroup %:	21.8	70.9	3.6		3.6					
Total %:	25.9	59.3	5.6	1.9	7.4					
17) EXCEL tts are highly skilled in dev. potentl of g&t students										
Subgroup f:	10	17	16	9	3	1	55	2.60	1.13	3.0
Subgroup %:	18.2	30.9	29.1	16.4	5.5					
Total %:	22.4	28.0	27.1	11.2	11.2					
18) More students will qualify for the AG prog because of EXCEL										
Subgroup f:	1	6	22	25	1	1	55	3.35	0.78	3.0
Subgroup %:	1.8	10.9	40.0	45.5	1.8					
Total %:	1.9	10.4	34.0	40.6	13.2					
19) Students in my class have benefitted from EXCEL.										
Subgroup f:	7	32	6	9	1	1	55	2.36	0.97	2.0
Subgroup %:	12.7	58.2	10.9	16.4	1.8					
Total %:	19.4	43.5	12.0	15.7	9.3					
20) Are you a team leader? A = Yes B = No										
Subgroup f:	16	38				2	54	1.70	0.46	2.0
Subgroup %:	29.6	70.4								
Total %:	34.3	64.8	1.0							
21) I have applied skills learned through EXCEL (approximately)										
Subgroup f:	17	10	18	4	1	6	50	2.24	1.08	2.0
Subgroup %:	34.0	20.0	36.0	8.0	2.0					
Total %:	28.3	23.2	39.4	8.1	1.0					

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
	0	1-2	3-4	5-6	≥7					
22) The EXCEL Consultant Teacher Trainer worked with me _ x /yr.										
Subgroup f:	1	1	13	11	23	7	49	4.10	1.01	4.0
Subgroup %:	2.0	2.0	26.5	22.4	46.9					
Total %:	3.0	8.1	25.3	21.2	42.4					

ATTACHMENT 3

FULL TEACHER INTERVIEW RESPONSES

Ten teachers from each grade group (1st and 2nd) were randomly selected to be interviewed. All team leaders from the particular grade level selected were interviewed as part of this sample.
All teachers were asked the following questions. Listed below each question is their response, the percent and number of teachers who gave that response, and the most common reason(s) for that response.

1a. Do you feel more comfortable with your ability to recognize and cultivate giftedness in students since you started participating in the EXCEL Program? Why? If not, why not?

Yes - 40% (N=8)

> See more communication, more insight, previously looked at students only academically; now look at creativity, and at a much wider range of behaviors

No - 60% (N=12)
> Did not have enough exposure to the program
> Good at it before the program was implemented

1b. Do you feel this is a superior method of identification? How? If not, why not?

Yes - 35% (N=7)
> Looks at behavior and touches on different areas and levels of children
> EXCEL brings out verbal skills and artistic ability
> Better than testing
> Slower children can be identified

No - 65% (N=13)
> Teachers need more information to identify
> Teachers need test results and overall activity
> This is just one method - teachers' interaction is more important
> It has the potential to, but they have not been in the program long enough
> They were capable of identifying before the program started

2. Do you feel you have identified more potentially gifted and talented individuals who are disadvantaged, handicapped, or have a limited English proficiency than before using the EXCEL Program? Why?

Yes - 35% (N=7)
> But only because of the workshops and not the classroom modeling
> Due to awareness, can associate giftedness now with behavior
> Through creative story telling and writing, look at children differently
> Gives the students more opportunity to participate.

No - 65% (N=13)
> Do not feel exposed enough to program
> Stayed the same due to a lot of teaching experience
> Do not have any disadvantaged or handicapped children
> Not enough training, there is potential though

3a. How many times have you worked with the Consultant Teacher Trainer?

Number of Times worked with CTT	Teachers Number	Percent
2-4	4	20%
5-7	4	20%
8-10	7	35%
11-14	5	25%
Totals	2	100%

Average or Mean = 8

2b. How many times have you worked with the Team Leader or if Team Leader, talked with other teachers about EXCEL?

Never - 15% (N=3)
> No, not sure what her responsibilities are with regards to EXCEL
> Never really talked with her
> No one comes for help

Not often - 85% (N=17)
> Only during some of the grade level meetings
> No meetings just on EXCEL, talked about the purpose of the program and what centers are available, explained what was going to be done
> Two meetings on EXCEL
> Just to get materials and posters
> Maybe once a month talked about how it has helped and about the development centers
> Two to three times, not much, but checked out centers

2c. Do you feel that the training you received was sufficient to carry out your responsibilities in the EXCEL Program? How could it be improved?

Yes - 40% (N=8)
> Had sufficient training but could have had one day or two half-day workshops, one day was totally busy work
> Yes, but need more training in identifying and on things to work with the children in the classroom
> Feel comfortable with training, but need more information or substance to take back to teachers
> Had enough training but not enough credit for doing training
> Adequate training but has not incorporated EXCEL into normal activities due to time

No - 60% (N=12)
> Did not get any training
> Need more information on EXCEL
> Would like to go through workshops
> Need someone else to model behavior with more enthusiasm and hands-on approach
> Teachers need to be told what roles they should have in the EXCEL Program
> Need to know how to set up a development center
> Need more training on what to do once the modeling stops
> Need more feedback on whether what teachers are doing is correct
> Need CTT to share information and coordinate topics with teachers
> Need additional classroom modeling
> Need additional information in booklet form
> Need additional training in assessment

4a. How many interest development centers have you been exposed to?

Number of Exposures	Teachers Number	Percent
0	2	10%
1 - 3	10	50%
4 or more	8	40%
Total	20	100%

Average or Mean = 3.3

4b.What was the quality of these centers?

Good - 65% (N=13)
> There are different levels within the development centers
> Better for the more intelligent students
> Covers a diverse subject matter
> At the child's level
> Need more centers

Poor - 25% (N=5)
> Over children's heads
> More time needs to be put into appearance of centers
> Not printed neatly
> Needed to have more depth
> Too advanced for 1st graders
> Outdated
> Students could not handle without a lot of supervision
> Not all self-explanatory

Never been exposed - 10% (N=2)
> Have not seen any
> Never been explained
> Not clear as to when they are available

4c. How many interest centers have you used?

None: 20% (N=4) 1 to 3: 55% (N=11) 4 or more: 40% (N=8)

Average or Mean = 2.6 (N=20)

4d. How many take home packages did you use?

None: 60% (N=12) 1 to 3: 30% (N=6) 4 or more: 10% (N=2)

Average or Mean = 1.0 (N=20)

> Feedback from parents was good but time consuming for them
> The responsibility to get them back together was too much
> Parts to centers that can be used up are not easily available
> Not enough time to familiarize yourself with it - was afraid of questions from parents
> Too much for students
> Never heard of take home packages
> Lost parts - put together too flimsily - need sturdier packaging or materials within packages that cannot run out

5a. What do you believe are EXCEL's greatest strengths?

> Learning experience - made her feel good about what she was already doing
> Potential is there to recognize creativity in students
> Getting the children to think and problem solve
> Giving them all positive feedback - no incorrect answers
> That it is used for all children
> Learn by modeling
> It can draw creativity out of an average child
> It can identify different areas of intelligence
> Thinking, questioning and planning techniques
> Helps children develop talents, express themselves and make decisions
> Gave her new ideas on how to bring out ideas in kids
> Information gained is beneficial
> Better at identifying giftedness than pencil and paper tests
> Makes one more aware of giftedness
> Has something for everybody - making children feel successful
> Uses logic reasoning skills creatively
> All children can use program; no one has to leave classroom
> Identification of child could enrich their development

> Fresh ideas, terminology and charts
> Develops more effective training for teachers

5b. What improvements, if any, do you believe need to be made in the program?

Only one person, or 5%, could not think of any improvements. 95% (19) suggested the following:

> Other resource people and trips would be beneficial
> Need more consultants to implement program
> Need effective training for all teachers
> Need to change the AG Program to GT for EXCEL to work; doesn't serve AG students
> Development Centers need to be more available and accessible
> Need more time with the Consultant Teacher Trainer (CTT), at least 45 minutes, once a week, for five or six weeks
> Need workshop for making development centers
> Materials are disseminated too quickly; need more time with materials
> CTTs are being pulled out for workshops, meetings, etc. They need to make up for time lost
> Central Office needs to make it clear to all teachers that they need to incorporate EXCEL into everyday activities
> Need more hands on and textured things, not picture drawings
> Teachers need to be sent to workshops to learn to model
> CTT needs to stick to subject and get together with teacher to discuss what she is teaching
> Do not feel CTTs behavior is good enough to model
> Teachers need to have more input into centers
> Someone needs to explain the teachers' role in the EXCEL Program
> Biggest weakness is communication - what are teachers expected to get out of program, what are the goals, objectives, etc.
> Saw the program as a relief of teaching program
> Program lacked organization
> Need overall EXCEL Program introduction instead of third-hand information
> Teachers should be given the ideas and materials but they should be the ones who develop centers
> CTT needs more time in the classroom than 30 minutes
> Guide Book needs to be developed for teachers on goals and how to use materials in centers, etc.
> Need to use video demonstrations of modeling
> Need clear policy statement of central office as to teachers' requirements and responsibilities
> CTT needs to spend more time at the schools to get to know students and teachers
> Team Leader's role needs to be clarified and methods explained for how supplies and centers should be distributed to teachers; once it's in a person's room, it's hard to get the center
> Too many teachers sharing one center
> Need more time for each lesson, and the CTT should leave materials with teachers, so teachers can carry on lessons
> CTT needs to be more enthusiastic
> Miscommunication - never clear when the CTT was coming and what she was going to cover

6. What, if any, materials and/or resources do you feel are lacking to effectively implement the program?

None lacking - 10% (N=2)

Materials and resources were lacking - 90% (N=18)
> Need more materials addressing the whole group and lower level centers
> Need more interest centers, need them for more than a week, and need to see the CTT more often
> Have not been exposed to materials or resources
> CTT needs to show materials to all teachers before she presents
> Need planning meeting
> Material list is needed
> CTT needs to supply her own paper and glue
> Materials were not age appropriate
> Need more hands-on material
> Larger schools need more money
> Need CTT to go through the whole year
> Need resource people to teach how to use the centers
> Centers need sturdier containers and not so many pieces
> CTT needs to perform a workshop with teachers
> Need the money they promised

7. Has your attitude and/or behavior toward potentially gifted students changed since you have been involved in the program? If yes, how?

Yes - 35% (N=7)
> Have been given more ideas on what she can do with children
> Yes, with regards to the thinking process and planning of students
> If you look hard enough any child could be gifted
> Acting more creatively
> Have seen improvements
> Was not aware of curriculum compacting before the EXCEL Program
> Has given the teacher more focus and vocabulary
> Now lean less toward academics and look at a variety of activities that show giftedness

No - 65% (N=13)
> Because of her background and training in gifted children
> Always had a positive attitude

8. Has your attitude/behavior changed toward the belief that economically disadvantaged students have greater potential than previously thought? If yes, why?

Yes - 15% (N=3)
> Disadvantaged students are involved and show unusual answers
> Area of exposure gives them a better opportunity to use things they are familiar with and to bring out creativity
> The doing and demonstration strategy is more beneficial than activities that are mostly verbal since

economically disadvantaged students are less likely to participate in verbal activities.

No - 85% (N=17)
> Always thought they had the potential
> Lack of experience in program
> Not changed, just reinforced

9a. How do you feel about the multiple criteria for selection for potentially gifted students?

Liked it - 40% (N=8)
> Made teacher become more aware of creative behaviors
> Good for serving creatively gifted or talented - not for AG students
> Stimulates ideas of what a teacher should look for
> Might have been better to get the checklist at the beginning to make them aware of what behaviors to look for
> Good for showing progress of students
> Allowed them to look at students for behavior that they normally may not have

Disliked it - 35% (N=7)
> Too wordy and hard to separate behaviors
> Frustrating to fill out
> Felt uncomfortable it is pretty hard to check whether a student is performing a particular behavior
> Checklist too small, not enough room
> Need more explanation as to how and why checklist is filled out
> Did not feel qualified to make selection as to who is exceptional or gifted
> Instructions were not clear
> Applied to too many kids

Indifferent or Never Used - 25% (N=5)
> Cannot remember what the list was
> Not oriented toward it
> Not aware of behavior checklist
> Never saw the checklist

9b. When do you use the checklist? What happens after using the checklist?

95% (N=19) used the checklist just one time
5% (N=1) has used the checklist since - once a month to see progress even though this was not required of her

None knew what happens after turning in checklist, but one thought it could be used as a tracking method.

9c. What behaviors do you believe are the most important in identification?

Students' behavior of:

> Giving unusual ideas, adding on, questioning(2)*
> When they think of many ways to do things, give many answers
> Sitting and listening
> Interpretation, participation and enthusiasm
> Curiosity(2)
> Never being satisfied
> Quest for knowledge, very different ways of looking at things
> Ability to reason, critical thinking, questioning(2)
> Motivation to perform
> Varied and unusual ideas(2)
> Extensive vocabulary(2)
> High level of communication
> Depth in knowledge and interest
> High comprehension and easily grasps new concepts
> Clever solutions
> Detail of art(2)
> Good observation, able to draw conclusions and transfer information from one situation to another
> Detail in work
> Ability to think, make decisions, communicate with peers
> Work habits, desire to learn(2)
> Willingness to work
> How well they stay on task, long attention span, observe rules, become involved
> Read well, good math skills, artistic creativity(2) or writing ability(2)
> Positive attitude(2) and high interest
> Do more than expected, consistent interest in life
> Enthusiasm in questioning, long term memory, boredom, imagination, creativity, unconventional answers, musical ability
> Describing, planning, reasoning ability, and stick-to-itiveness

* () indicates more than one teacher responded with the same response.

10. Which instructional strategy have you found to be the most helpful in identifying potentially gifted students? The least helpful?

<u>Most helpful</u>

> Charts
> Small group instructions(5)
> More hands on exercises(2)
> More interaction among students to come up with different kinds of solutions
> Using things kids can identify with (ex. peanuts)
> Brainstorming-never a wrong answer
> Webbing-allowing students to come to their own conclusion
> Small group discussion and observing them when they have a task to do
> Productive thinking(3)-taking information in and using it
> Decision making(2), Problem solving(2)

> Identifying problems and choosing the best alternative
> Forecasting
> Unusual and varied ideas(5), variety of situations, divergent teaching skills > Creative drawings, demonstrations, fairy tales and using cooperative efforts
> Individualizing lessons and transforming a line - shows creativity

Least helpful

> Large group activities(4)-unable to get around to all students
> Using objects kids can't identify with-(ex. widget)
> Dinosaur exercise- writing assignment is limited.
> Extension exercises that are used every day.
> Judgements made on pictures. Exercise with penny.
> Giving a child a worksheet with specific directions-closed ended assignment
> Flexibility
> Charts
> All good(5)

11. Have you found any difference in the creative thinking ability of students since the EXCEL Program began? How?

Yes - 70% (N=14)
> Students take more time to think(4)-they don't jump out with an answer like they used to
> More tolerant of acceptable answers to problems
> Has broaden them, less inhibited and give more ideas(6)
> Take things more seriously, and respect other peoples' opinions
> Do more creative writing and use more original ideas
> Seen a difference but not sure if it's because of EXCEL or maturity
> Increased vocabulary, use of adjectives-more descriptive, thoughtful questions
> Tend to listen more and use productive thinking
> Planning and writing has improved
> See things in a different way and express the same idea differently

No - 30% (N=6)
> Haven't been exposed to the program long enough(2)
> Do not see the benefit
> Not doing anything differently(2)

12a. (For Second grade teachers) What follow-up or continuation services are provided? How Often?

Some - 40% (N=4)
> CTT still brings by development centers and papers for booklets, etc. about every two months
> Once a month, the CTT brings by a development center(2)
> Have gotten handouts related to critical and analytical thinking for a mini workshop
> Still using her as a resource

None - 60% (N=6)
> Have had no contact with the CTT but still using the games
> There has been no continuation service by the CTT, but she has offered to provide centers if needed

12b. Do you find that sufficient?

Yes - 40% (N=4)
> Only want more contact if improvements are made in program

No - 60% (N=6)
> Would like to see her more often
> She needs to come back a couple of times a year to refresh our memories
> Could use more centers
> Need for the CTT to review a lesson and give feedback

ATTACHMENT 4

SELECTED RESPONSES OF PRINCIPALS AND CTTs

Comments included here reflect all major comments **not** incorporated into other sections of the report.

A Summary of Responses Made by Principals follows: (N=4)

1. 100% of the principals interviewed felt they had been moderately to very involved with the implementation of the EXCEL Program at their schools.
2. 100% thought the program had been implemented well at their schools due to the CTT.
3. 50% thought the program was effectively implemented but not as effectively as it could have been.

Recommendations Made by Principals:

- Change the team leader each year, allowing each teacher to have the same commitment and exposure to the program.
- The CTT should spend at least six weeks at each school before going on to the next school, and then return once a week.
- The CTT and teachers should team teach a lesson.
- Teachers who have been successful at implementing the program should invite other teachers and administrators to their classroom to observe.
- The CTTs should develop video model demonstrations so all the teachers are exposed at least once a week.

Summary of Responses by Consultant Teacher Trainers and Administrators of EXCEL (N=7)

EXCEL's Greatest Strengths:

- EXCEL provides a link to the regular classroom where gifted education belongs.
- EXCEL provides training, materials, and demonstration lessons needed to support the classroom teachers so they can serve gifted students.
- EXCEL emphasizes that differentiation of instruction based on ability, need, and interest is critical for providing appropriate services to gifted children.
- The EXCEL model focuses on developing talents by observing characteristics and behavior in order to serve a broader spectrum of students who otherwise may not have the opportunity (ex. minorities and disadvantaged).
- EXCEL uses Consultant Teacher Trainers and Development Centers.
- EXCEL's philosophy of serving the whole class minimizes labeling and pre-selection.

Materials and/or resources needed to effectively implement the program:

- The current ratio of one CTT per 13 schools must be reduced to 1:5. Program effectiveness will thus be greatly enhanced as this ratio allows the CTT to attend one school per day.
- Whoever is developing the interest centers also needs to be buying the supplies.

- Money for classroom supplies is needed in advance.
- The lack of truly committed CTTs is greater than the lack of materials.

Feelings towards the multiple criteria for selection of potentially gifted students:

- There is not much understanding among the CTTs or the classroom teacher as to the use of the instrument. There is a need for more training on how to use it properly.
- It helps classroom teachers focus better on behaviors.
- For young children, it is essential to focus on multiple criteria that emphasize characteristics and behaviors.
- We should not be in the business of labeling young children based on test scores, but should be nurturing talents in all students.

Recommendations made by CTTs:

- More planning time for CTTs through group meetings one afternoon per week.
- Training of teachers by CTTs on how much to make interest development centers, either by workshops or working with teachers individually.
- Additional CTTs are needed, because there are now too many schools to cover to be fully effective. Currently there is one CTT to spend a least one day a week in each school.
- Maintaining records of what activities the CTT and classroom teachers did while the CTT was in the classroom would help.
- EXCEL pamphlets should be sent to parents giving them information concerning home learning centers.
- Closer monitoring by principals and project administrators of all activities, to assure program objectives are being met and all activities demonstrate exemplary practices.
- There should be opportunities for CTTs to view the teachers practicing the program and be able to give feedback.
- CTTs should attend grade level meetings for their particular schools.
- Mandatory training of principals on the EXCEL Program should be adopted.
- A better match between the program needs and the personnel (CTTs) would help.

ATTACHMENT 5

BEHAVIOR (SKILLS) CHECKLIST

MEMORANDUM

February 6, 1991

TO: EXCEL Team Leaders

FROM: Nancy Baenen

SUBJECT: Skills Checklist

As part of the EXCEL evaluation, we need a sample of 1st grade teachers to indicate whether students are using higher-order thinking skills. We need to collect this information twice -- once now and again at the end of the year. We would like **you** to complete one form, **along with one other 1st grade teacher at your school**. In order to randomly select the other teacher, please ask the 1st grade teacher at your school whose last name starts with E (or the closest letter to it) to complete the other form. (The letter "E" was randomly selected.)

Please return the form to Nancy Baenen, Evaluation and Research, Metro by February 15, 1991. Thanks a lot for your help!

ar

c: Principals
Ann Denlinger
Linda Fitzharris
Marlee Ray
Gloria Lee
Karen Banks

Wake County Public School System Evaluation and Research February 6, 1991

EXCEL Skills Checklist

Directions

As part of the EXCEL evaluation, we need to assess students' present use of higher-order thinking skills. You are part of a sample of first grade teachers being asked to complete this checklist.

Please print your students' last name and first initial in the first column and their ID number in the second. Then look at the 10 characteristics listed across the top of the page. Check off those students who you have seen exhibiting these characteristics.

- You may check more than one characteristic for a child. For example, M. Smith may show three characteristics and J. Jones may show none.

- You may also mark more than one child for a characteristic. For example, R. Rose, P. Close, and R. Reese may all have original ideas.

Please return this form through the school mail by February 15 to:

Nancy Baenen
Director, Evaluation and Testing
Metro

Thanks very much for your help!

Wake County Public School System Evaluation and Research February 6, 1991
EXCEL Skills Checklist

School: _____ **Teacher:** _____

Student Name: Last Name:	F.I.	Student ID	Thinks of many varied ideas	Has original ideas	Shows much detail in work	Makes many predictions about a situation	Uses many describing words when writing or talking	Plans carefully before beginning a new project	Generates alternatives before making a decision	Gives reasons for the decision reached	Uses similes when speaking or writing	Gives many varied words to describe feelings

78

99

73

Responding Teacher _____
Grade _____
School _____
Date _____

ATTACHMENT 6

WAKE COUNTY PUBLIC SCHOOL SYSTE

EXCEL
SCREENING POOL

INSTRUCTIONS:

After reading the characteristics and categories, please consider all students carefully and write the name of at least one or two students in your class to whom you believe the characteristic applies. A child's name may be used more than once. You may also complete more than one of these forms for your class. Project EXCEL will reach all young gifted and talented students, both majority and minority, and will target economically disadvantaged students in grades K,1, and 2.

CHARACTERISTICS:

- ❑ Sees connections among people,objects, concepts _____
- ❑ Sums up situations quickly _____
- ❑ Has many ideas or solutions to a problem _____
- ❑ Has a good memory _____
- ❑ Has varied interests/advanced vocabulary _____
- ❑ Reads well _____
- ❑ Is alert and curious about environment _____
- ❑ Has a good sense of humor _____
- ❑ Uses spoken/written language in creative/expressive manner _____
- ❑ Does not fear to be different, has unique or innovative ideas _____
- ❑ Has a strong imagination _____
- ❑ Shows a talent or aptitude for art, music, dance, drama, movement _____
- ❑ Is a keen observer _____
- ❑ Does detailed work _____
- ❑ Has work showing versatility and diversity (fluency, flexibility) _____
- ❑ Demonstrates unusual approach to task _____
- ❑ Is a productive thinker _____
- ❑ Is youngest child in class _____
- ❑ Analyzes and plans well _____
- ❑ Is independent, self-directed _____

- ❑ Shows a great deal of empathy/sensitivity _____
- ❑ Is concerned with what is right/wrong _____
- ❑ Shows persistence and/or resourcefulness _____
- ❑ Shows strong problem-solving abilities _____
- ❑ Likes to be in charge _____
- ❑ Can be critical of self or others (evaluative) _____
- ❑ Displays responsibility in the home, classroom, special class, playground, community or social situation _____

Product Evaluation

- ❑ Students whose products you have rated above average. _____

Using the following criteria evaluate student achievements/accomplishments:
Evidence of productive thinking (fluency, flexibility, originality, elaboration)
Quality of the planning, appearance, organization, delivery, etc.
Evidence of transfer of learning
Evidence of the use of variety of resources

Products to consider:
Block building, center activities, class sharing, play-time responses,drawing, sculpture, poetry, story, booklet, script writing, cartoon, filmstrip, video, audio, song, musical composition, rap, dance, mime, model, puzzle, maze, oral presentation, slide presentation, book review, photo essay, puppet display, pamphlet, collection, poster, game, mobile

Note: Products do not have to be assigned or completed at school to be considered.

Additional sources which may reflect demonstrated potential

- ❑ Parent/other adult or advocate has described this child as above average _____
- ❑ Parent has shared testing data which indicates a high ability or achievement level of this student _____
- ❑ Student has indicated that he considers himself to be highly able in some area(s) _____
- ❑ Peer has described this student as highly able _____
- ❑ Biographical data indicates child has a special talent _____

Evaluation Report: EXCEL

September, 1991

Authors:

Michael A. Feldstein
Consultant, WCPSS

Nancy R. Baenen
Director, Evaluation and Testing

Contributing Staff:

Karen Banks
Assistant Superintendent, Evaluation and Research

Linda P. Robinson
Line Drawing Consultant, WCPSS

Alissa Bernholc
Data Consultant, WCPSS

Marcia Gail Thompson
Secretary, Evaluation and Testing

Department of Evaluation and Research
Wake County Public School System